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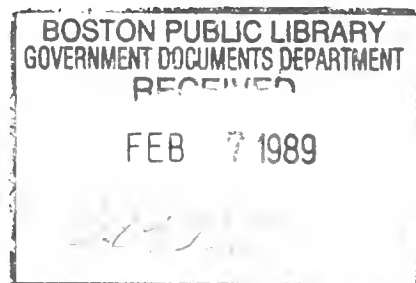




**SUPERINTENDENT'S RECOMMENDATIONS**

**STUDENT ASSIGNMENT PLAN**

1. 10/18/88  
ST  
89/1



**LAVAL S. WILSON  
SUPERINTENDENT OF SCHOOLS**

**JANUARY 26, 1989**





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## ACKNOWLEDGMENTS

Let me indicate my appreciation to all who assisted the Superintendent in the development of this report. In particular, I wish to thank the four staff members who undertook the major responsibility for preparing the document. Within a very limited timeline, the report was prepared by Dr. Clarence C. Hoover, Project Director, Mr. John Halloran, Assistant Project Director and Ms. Lorraine Hamilton, Director of Instructional Services for the Boston Public Schools. Mr. Michael Fung, Community Superintendent, performed much of the statistical analysis. A special thank you is extended to Anne Gorman, Marilyn Flores and Mary White for typing this manuscript. You all did a superb job. Finally, I wish to thank the Cabinet, Community Superintendents, and other members of the administrative team who participated in the student assignment retreat and the subsequent analysis seminars.



## INTRODUCTION

On December 28, 1988, the Boston School Committee accepted the framework of the Student Assignment Plan developed by the City consultants, Dr. Charles Willie and Mr. Michael Alves. The proposal of the consultants is a three-zone assignment plan.

The present student assignment plan for the Boston Public Schools was approved by United States District Court Judge W. Arthur Garrity in 1975. The School Committee, the Mayor, other City and State officials, parents, and educators have been recommending for a number of years some modifications in the manner in which Boston students are assigned to their schools.

The consultants, Willie and Alves, provided the City with a very helpful framework for modifying the assignment process. Attempting to achieve common agreement across the City on a new method of assigning students is indeed a difficult task. The consultants, however, are to be congratulated for attempting to create a general consensus about the three-zone proposal.

As a part of the motion passed by the Boston School Committee on December 28, 1988, the Superintendent was requested to analyze the plan and review the implications for implementing the proposal, determine costs, and present to the School Committee issues associated with the feasibility of implementing the plan.

This document is an analysis of the issues associated with implementing the student assignment proposal over the next several years. Young people who attend our Boston Public Schools deserve to have the best possible assignment plan, and the improved educational program that will be associated with such an undertaking.

It is clearly appropriate now for Boston to undertake the process of assigning students to our schools in a new manner. There is hope across the city among parents, educators, citizens, governmental and civic leaders for changing our long established court ordered plan.

The consultants have helped to create a general belief among a number of Bostonians that a three-zone kindergarten to eighth grade method of assigning students to schools is feasible. From my perspective, any newly adopted plan must insure for all students racial equity, program equity, and building facility equity.





The original Boston school desegregation case was initiated by Black plaintiffs because of educational inequities in the Boston Public Schools for Black students. Some members of today's Black community have indicated a concern about the splitting of the Mattapan community in the assignment proposal submitted by the consultants. If possible, a satisfactory resolution to this issue should be achieved. The Superintendent will present two zone modification options which will address keeping the entire Mattapan community together.

Another concern raised by parents in general at the student assignment hearings in November and December was the issue of the number of quality schools in the East Zone. Parents and community representatives have stated that there are fewer quality schools in the East Zone in comparison to the West and North Zones. An equitable distribution of schools across all three zones is also a necessity.

The City has supported a facilities utilization plan for the Boston Public Schools. About \$140 million has been allocated by the Mayor and the City Council in the City's Capital Plan to enhance our school facilities. The funding plan was established in 1978 in the amount of \$75 million and has been increased to its present figure. Department estimates indicate that another \$75 million, as a minimum, will be needed in order to paint, repair, and improve the attractiveness of our schools across all three zones. The upgrading of our facilities should take place within a five year period and funds must be allocated for renovations.

I believe that if racial equity, program equity, and facility equity are achieved to the satisfaction of a representative cross section of citizens, parents, governmental officials and staff of the Boston Public Schools, our city will be able to successfully implement a new Student Assignment Plan. In my view, there is no such thing as a perfect plan. Successful racial balance plans across the country have worked because the citizens of these communities have compromised and reached a general consensus about what can be accomplished and cannot be accomplished as a part of a master plan.

It is time for the various socioeconomic, ethnic, governmental and community groups in the City of Boston to reach a consensus concerning what kind of student assignment process will be in the best interest of all of our students. The recommendations of the Superintendent have been developed in the spirit of helping to achieve a citywide consensus around the framework submitted by Dr. Charles Willie and Mr. Michael Alves.



## EXECUTIVE SUMMARY

This report analyzes the new Student Assignment Plan that was developed by Dr. Charles Willie and Mr. Michael Alves, and submitted to the Boston School Committee and the Superintendent on December 13, 1988.

This report provides answers to the following fundamental questions:

- . Will this plan provide increased options for Boston Public School parents and students?
- . Will high schools be included in the new Student Assignment Plan?
- . Can the proposed zones be reconfigured to provide more equity?
- . To what extent will East Boston parents and students participate in the new plan?
- . How will the new plan affect the administrative organization of the Boston Public Schools?
- . Are the needs of Bilingual and Special Needs students addressed in a meaningful way?
- . What will be the educational enhancements as a result of the implementation of the plan?
- . What is the timeline for implementation?
- . What are the facility implications of the new plan?
- . What are the budgetary implications of the New Plan?

As Superintendent of Schools, I fully support the concept of Controlled Choice. If implemented properly and if adequate resources are provided, Controlled Choice will provide the mechanism for increased parental and student involvement in school selections, and enhance educational opportunities for



all of our constituents. Members of my staff have been reviewing the current assignment procedures, exploring opportunities to enhance racial balance and examining new technologies to improve our current system of transporting students. The goals for all of these activities have been to:

- (a) increase parental involvement;
- (b) improve racial balance;
- (c) improve the quality of K-12 programs;
- (d) offer greater choice in selecting schools, and
- (e) simplify the assignment process.

As I stated in The Boston Education Plan, the real issue for Boston is quality education. Program equity and access for black and other minority students to schools throughout Boston are still major concerns. However, the issues of quality programs that increase student literacy, prepare them for college and the world of work, while instilling a sense of self-esteem are the critical concerns of today. I believe that the Controlled Choice Plan with the modifications that I have recommended in this report, coupled with the other Boston Education Plan initiatives, can provide the foundation for increased success for all of our students.

#### MAJOR HIGHLIGHTS OF THE SUPERINTENDENT'S RECOMMENDATIONS

- . Accepts the concept of a three-zone model with each zone having programmatic as well as instructional options.
- . Creates a single citywide high school zone with school-within-a-school magnet thematic offerings.
- . Provides two additional zone configuration options for the School Committee and community to consider. Option One is recommended by the Superintendent.
- . Proposes that East Boston remain an administrative and educational entity within the North Zone, and with no K-12 students residing in East Boston being forced to attend schools outside of East Boston. Similarly, no students residing outside of East Boston would be forced to attend East Boston schools.



- . Accepts the consultants' recommendation to provide transportation for two years for students who are enrolled in schools outside of their zone. (September 1990 - June 1992). Kindergarten students would receive transportation outside their zone for three years (September 1989 - June 1992).
- . Endorses the consultants' recommendation to allocate programmatic space within zone schools for special needs and bilingual students before planning is done for regular education students.
- . Decentralizes the student assignment process in an effort to enhance parental choice and provide earlier registration dates, assignments, transfer requests, and waiting lists. The hardship appeals process will remain with the Department of Implementation.
- . Decentralizes the administrative structure of the school system.
- . Phases in the Controlled Choice Plan gradually over a period of years.

Initiation of the new Student Assignment Plan will be phased in over a two-year period. I am proposing that for the 1989-90 school year K-1 and K-2 students be assigned under the new Controlled Choice Plan. All other students will remain under the existing assignment procedures until the 1990-91 school year. By September 1990 all assignments will be completed using the Controlled Choice Plan. Some students, as described later in this report, can be grandfathered.

I am proposing the following school system enhancements:

- (a) establish modifications in the boundaries of the East and West Zones to provide program equity for the East Zone;
- (b) establish a K-8 special needs mainstreaming school;
- (c) establish a K-8 computer technology school;
- (d) change the grade configuration of the K-5 Hernandez two-way Spanish bilingual program to a K-8 school;





- (e) establish a second K-8 two-way Spanish bilingual program and a new K-8 French partial immersion program for native English-speaking students;
- (f) establish a 6-12 Visual and Performing Arts School;
- (g) establish additional Early Learning Centers;
- (h) establish a K-12 Laboratory School to provide innovative learning programs and to serve as the professional development center for staff enhancement;
- (i) establish citywide high school magnet school-within-a-school themes;
- (j) establish a Technical-Vocational High School;
- (k) establish a 6-12 computer technology high school.

The original recommendations of the consultants, enhanced by the recommendations I am proposing, I believe will provide Boston with a stronger student assignment plan. In addition, I feel that the proposed amendments to the consultants' plan will result in greater opportunities for all of our parents and students.

A three-year projected budget outlining the fiscal impact of my recommendations is included. The projections specify funding requirements of \$3.42 million in FY90, \$7.92 million in FY91, and \$7.55 million in FY92. Further analysis of costs will be required as we move through the budget process. In addition, a completed proposal for magnet school funds to support many of these initiatives is underway and will be reviewed in the budget process.

In summary, I feel these proposed amendments to the consultants' plan will help to enhance education in Boston.



SUMMARY ANSWERS TO SOME OF THE MOST CRITICAL QUESTIONS RAISED  
DURING THE STUDENT ASSIGNMENT HEARINGS AND BY  
INDIVIDUAL COMMUNITY REPRESENTATIVES

This document describes solutions to many of the issues raised in the proposal submitted by the Student Assignment Consultants hired by the City. Several specific questions, however, have been raised which will be answered in a summary manner in this section. For a more detailed explanation, please refer to the appropriate section of the Superintendent's recommendations.

o Three Zone Model

The Superintendent supports the concept of three decentralized Student Attendance Zones for K-8 in the East, West and North areas of the city. Each zone will be administered by a Zone Superintendent who will have appropriate staff to assist in carrying out all educational objectives and standards.

I also recommend one citywide high school zone for grades 9 through 12. In similar fashion, there will be a Zone Superintendent and support personnel to work directly with the staff in each high school.

o Zone Equity

The issue of educational equity between the East Zone and the other two Zones has been raised as a major concern. To address this concern the following procedures are being proposed:

1. Make boundary modifications to the consultants' plan so that additional schools which are perceived to be of high quality are located within the East Zone.
2. Assess the quality of the instructional programs in all schools, with particular emphasis on the East Zone. The Superintendent is prepared to make staffing assignments to improve zone equity.
3. Target \$100,000 of discretionary funds to develop and implement school improvement initiatives in the East Zone.
4. Establish a model Laboratory School serving Early Learning Center through Grade 12 students at the Dorchester High School Campus.
5. Establish a K through Grade 8 Program at the Thompson School that will foster computer-aided instruction throughout the curriculum.



- o Grandfathering

Students in grades 1 through 11 will be able to stay in their present schools through the highest grade of that school. All kindergarten students in K1 and those K2 students enrolled in their present geocoded school, magnet schools and early learning centers will also be grandfathered. Transportation for kindergarten students grandfathered to schools outside of their residential zone shall be provided for three years beginning in September, 1989 - June, 1992. All other grandfathered students will receive transportation for two years.

- o Sibling Preference

If an applicant already has a brother or sister enrolled in a school, the applicant will have first priority for assignment within his/her racial group. In the event that more students apply for spaces initially allocated for white, black, and other minority students, siblings will be assigned first.

- o Walk-Zone Preference

Applicants who live within the geographic walk-zone of the school will be assigned after siblings. For purposes of this plan, walk-zone is defined as an area within one mile of the elementary school and within one and one half miles of a middle school. No more than 50 percent of available spaces should be initially filled by walk-zone applicants. Students who do not live within a walk-zone should be allowed to exercise a walk-zone preference for the zone school nearest their home.

- o Waiting Lists

Students who are not assigned to their first or second choice school will be placed on a waiting list for these schools of choice. Waiting lists must be maintained for white, black and other minority applicants. Placements from waiting lists will be made prior to the opening of school in September, at the end of the first marking period, and at the end of the first semester of the school year. Transfers from waiting lists would only be allowed during these times.

- o Grade Structure

Most schools will continue to be organized on a K-5, 6-8, and 9-12 configuration. Boston Latin Academy and Boston Latin School will continue the present 7-12 configuration.



The following changes are recommended:

1. Dorchester High School becomes a Laboratory School, Early Learning Center through grade 12 students.
2. Hernandez School will offer a K-8 program.
3. Burke High School will add a middle school component and become a 6-12 grade computer theme school.
4. Thompson and Edison will add elementary components, thus becoming K-8 schools. The schools will have as their major theme, computers and a two-way bilingual program respectively. In addition, the Edison Middle School will also house a language immersion program.
5. The Mackey School facility will house a new Performing and Visual Arts Program for grades 6-12.

o High School Themes

High schools will have a school within-a-school magnet theme with the exceptions of Boston Latin School, Boston Latin Academy, and Snowden International School. A new Visual and Performing Arts High School (6-12) and a new Technical and Vocational High School will also be established.

o Zone School Improvement and Planning Councils

Each of the four zones (three K-8 and one high school) will establish a Zone School Improvement and Planning Council. The council will act in an advisory capacity to the Zone Superintendent. This council's mission will be to monitor the educational opportunities in its zone, help in planning program improvements, and assist in issuing an annual status of the schools report.

o Budget Requirements

Preliminary reviews of the new Student Assignment Plan indicate that there will be a significant increase in the school district's operating cost. Funding for program planning, curricular development, and transportation will be needed. The current projections are as follows:

<u>FY 90</u>	<u>FY 91</u>	<u>FY 92</u>
3,425,609	7,916,866	7,548,557





# IMPLICATIONS OF IMPLEMENTING THE THREE-ZONE PROPOSAL

## CONSULTANTS' PLAN

The assignment plan recommended by Dr. Willie and Mr. Alves organizes the Boston Public Schools into three geographical zones, each of which has approximately 14,000 kindergarten through eighth grade students. Each zone is to have an administrative structure that monitors the implementation of the plan. The plan calls for the appointment of Zone Superintendents and the decentralization or redeployment of many administrative and clerical support staff into these offices. Such staff includes specialists in the areas of bilingual and special education, curriculum and staff development, transportation and student assignment. In addition, a cadre of parents will assist parents and students to make informed choices. Parent Information Centers will be located in each of the three Student Attendance Zones.

Further, student registration and assignment will be done at the zone level, but must still be certified by a centralized Department of Implementation.

## ISSUES

The adoption and implementation of the Controlled Choice Plan entails significant procedural changes in student assignment and assignment zones. The plan also calls for an administrative decentralization of the central offices and increases parent involvement and decision making. One issue which has been raised by a number of parents, staff, and citizens is the perceived lack of good schools in the East Zone, in comparison to the West and North Zones. Furthermore, the plan of the Consultants splits Mattapan.

## SUPERINTENDENT'S RECOMMENDATIONS

Preliminary analyses assure me that we can move forward immediately to implement a considerable number of the recommendations.

### A. Zone Configuration

In general, I support and recommend that the committee adopt a three zone geographical framework and the concept of Controlled Choice. This new method of assigning students will give parents and students more choice while achieving effective racial balance, and the plan will focus on educational outcomes on a zone-by-zone basis. Each zone will be required to plan and administer a comprehensive education for all students living within its boundaries, subject to the ultimate authority of the School Committee and Superintendent. I am also prepared to present my recommendations for the appointments of Zone Superintendents immediately.



Let me indicate, however, that I recommend some modifications in the boundaries of the zones. Two options are being submitted for consideration. I recommend Option One. This option will add quite a few more students to the East Zone, but it makes the East Zone more competitive. It also resolves the issue of the splitting of Mattapan.

B. Administrative Decentralization

The decentralized administrative structure of the plan will be implemented by the beginning of the 1989-90 school year. A number of existing central and administrative staff will be redeployed so that each zone will have the appropriate personnel to carry out the mandates of the Controlled Choice Plan.

C. Parent Outreach and Information

Upon ratification of the proposed Controlled Choice Student Assignment Plan, I shall take immediate steps to establish Parent Information and Student Assignment Centers in each zone. These centers will have primary responsibility for ensuring that parents fully understand not only all of the rules and regulations regarding student assignment, but also are knowledgeable about the variety of schools and programs that are available. Staff and parent selection and training will be initiated within a month of the approval of the Assignment Plan by the Boston School Committee.

D. School Registration and Information

As I indicated earlier, I am prepared immediately to redeploy a number of the experienced and professional staff of the Department of Implementation to serve in the new Zone Parent Information and Student Assignment Centers. Together with our parent workers, they are uniquely suited to assist parents and students to choose educational programs that are appropriate to their needs.

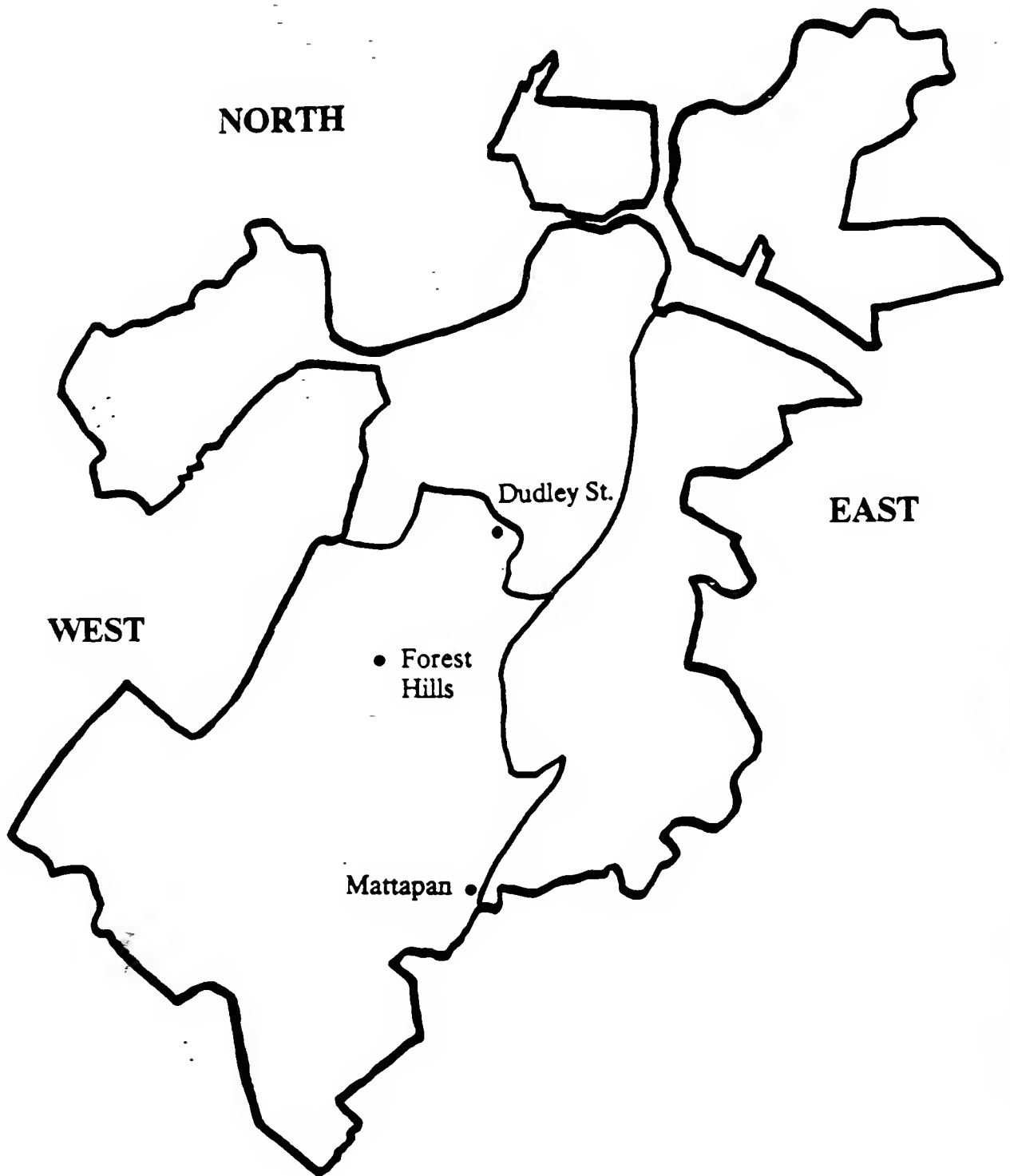
E. Specific Grade Level Assignments

Similar to the Consultants, I recommend that the plan be initiated over a two-year period. For the 1989-90 school year, I recommend that students in K-1 and K-2 be assigned under the guidelines of the new Student Assignment Plan. An implementation schedule and related comments are all fully described in another section of this document.



# Base Plan (Alves & Willie)

**CITY OF BOSTON**





## CONSULTANTS' BASE PLAN

### WEST ZONE

#### ELEMENTARY

Agassiz	J. Kennedy
Bates	Kilmer
Beethoven	Longfellow
Channing	Lyndon
Chittick	Manning
Conley	Mattahunt
J. Curley	Mendell
Ellis	Mozart
Fuller	Ohrenberger
E. Greenwood	Parkman
Grew	Philbrick
Hale	F. Roosevelt
Haley*	P. Shaw
Hernandez**	Sumner
Higginson	Trotter

\*This school is an option for  
East and West Zone Residents  
for 1989-90 and 1990-91.

\*\*This school is a citywide option.

#### MIDDLE

M. Curley  
Irving  
Lewenberg\*  
Lewis  
R. Shaw  
Rogers  
Timilty\*\*  
Wheatley

\*This school is an option for  
East and West Zone Residents  
for 1989-90 and 1990-91.

\*\*This school is a citywide option.





## CONSULTANTS' BASE PLAN

### EAST ZONE

#### ELEMENTARY

Clapp  
Condon  
Dever  
Dickerman  
Early Learning Center  
Endicott  
Everett  
Fifield  
S. Greenwood  
Haley\*  
Hernandez\*\*  
Holland  
Kenny

Lee  
Marshall  
Mather  
Murphy  
O'Hearn  
Perkins  
Perry  
Russell  
Stone  
Taylor  
Tynan

#### MIDDLE

Cleveland  
Gavin  
Holmes  
King  
Lewenberg\*  
McCormack  
Thompson  
Timilty\*\*  
Wilson

\*This school is an option for  
East and West Zone Residents  
for 1989-90 and 1990-91.

\*\*This school is a citywide option.



## CONSULTANTS' BASE PLAN

### NORTH ZONE

#### ELEMENTARY

Adams  
Alighieri  
Baldwin  
Blackstone  
Bradley  
Eliot  
Emerson  
Farragut  
Gardner  
Garfield  
Guild  
Hamilton  
Hennigan  
Hernandez\*

Hurley  
Jackson-Mann  
P. Kennedy  
Kent  
Lyon (ELC)  
Mason  
McKay  
O'Donnell  
Otis  
Quincy  
Tobin  
Warren-Prescott  
Winship  
Winthrop

#### MIDDLE

Barnes  
Dearborn  
Edison  
Edwards  
Mackey  
Taft  
Timilty\*

\*This is a citywide option.



**CONSULTANTS' BASE PLAN**

**CITYWIDE SCHOOLS**

Hernandez Elementary  
Timilty Middle

**DUAL-DISTRICT SCHOOLS**

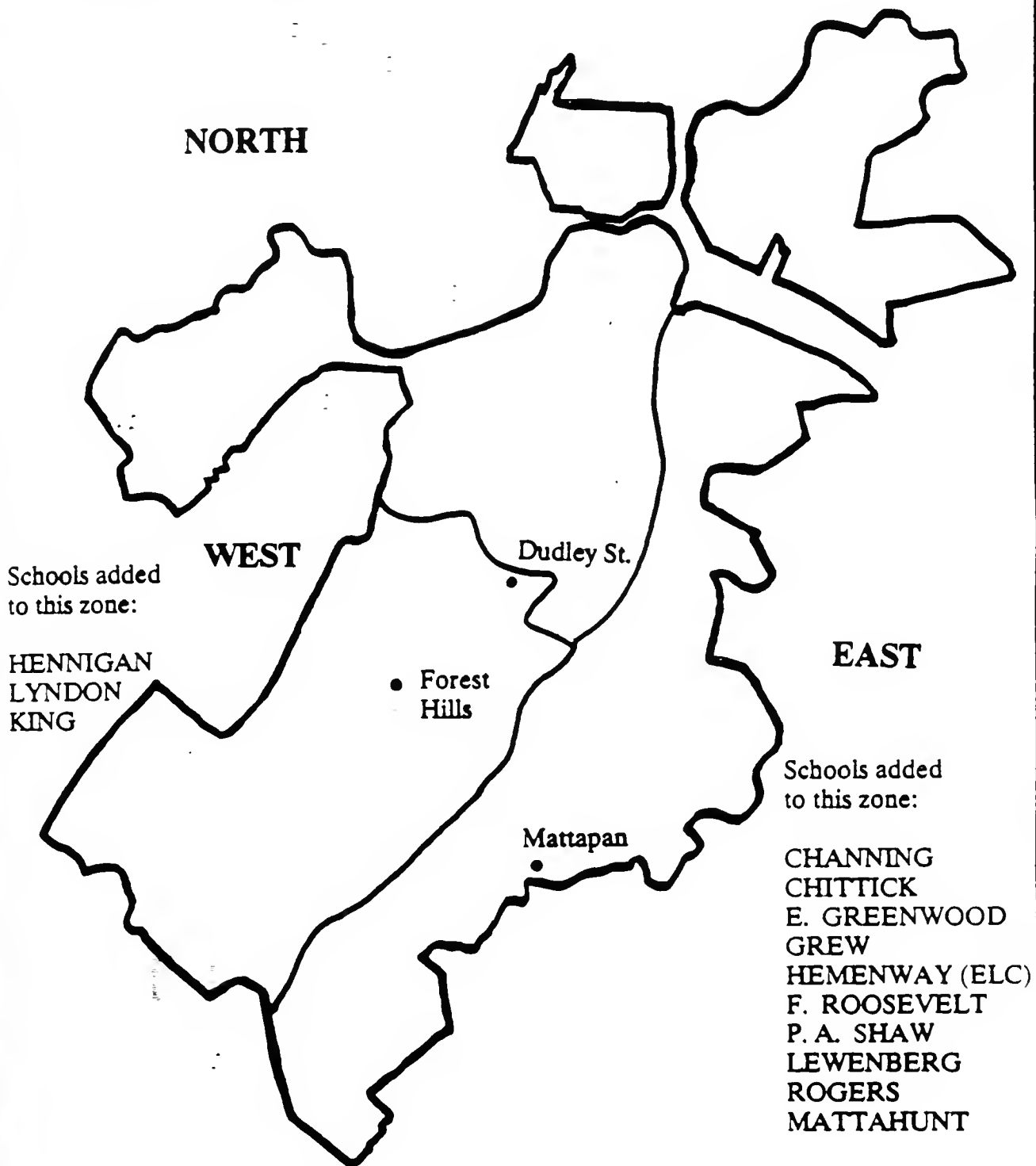
Haley Elementary  
Lewenberg Middle

Both of these schools will be options for parents who live in the **EAST AND WEST ZONES** for 1989-90 and 1990-91.



# Option One

## CITY OF BOSTON







**OPTION ONE**

**WEST ZONE**

**ELEMENTARY**

Agassiz	Kilmer
Bates	Latin Academy Bldg. (ELC) *
Beethoven	Longfellow
Conley	Lyndon
J. Curley	Manning
Ellis	Mendell
Fuller	Mozart
Hale	Ohrenberger
Haley	Parkman
Hennigan	Philbrick
Hernandez	Sumner
Higginson	Trotter
J. Kennedy	District C (ELC) *

**MIDDLE**

M. Curley  
Dearborn  
Irving  
King  
Lewis  
R. Shaw  
Timilty  
Wheatley

**\*Early Learning Center**



**OPTION ONE**

**EAST ZONE**

**ELEMENTARY**

Channing  
Chittick  
Clapp  
Condon  
Dever  
Dickerman  
Dorchester High Campus (ELC)\*  
Endicott  
Everett  
Fifield  
E. Greenwood  
S. Greenwood  
Grew  
Hemenway (ELC)\*  
Holland  
Kenny

Lee  
Marshall  
Mather  
Mattahunt  
Murphy  
O'Hearn  
Perkins  
Perry  
F. Roosevelt  
Russell  
P. Shaw  
Stone  
Taylor  
Tynan

**MIDDLE**

Cleveland  
Gavin  
Holmes  
Lewenberg  
McCormack  
Thompson  
Wilson  
Rogers

\*Early Learning Center



**OPTION ONE**

**NORTH ZONE**

**ELEMENTARY**

Adams  
Alighieri  
Baldwin  
Blackstone  
Bradley  
Eliot  
Emerson  
Farragut  
Gardner  
Garfield  
Guild  
Hamilton  
Hurley

P. Kennedy  
Kent  
Lyon (ELC)\*  
Jackson-Mann  
Mason  
McKay  
O'Donnell  
Otis  
Quincy  
Tobin  
Warren-Prescott  
Winship  
Winthrop

**MIDDLE**

Barnes  
Edison  
Edwards  
Mackey  
Taft

**\*Early Learning Center**



# Option Two

## CITY OF BOSTON

**NORTH**

**WEST**

Schools added  
to this zone:

HEMENWAY (ELC)  
HENNIGAN  
LYNDON  
KING

Dudley St.

• Forest  
Hills

Mattapan

**EAST**

Schools added  
to this zone:

MATTAHUNT  
P. A. SHAW  
LEWENBERG





**OPTION TWO**

**WEST ZONE**

**ELEMENTARY**

Agassiz  
Bates  
Beethoven  
Channing  
Conley  
J. Curley  
Ellis  
Fuller  
E.. Greenwood  
Gr w  
Hale  
Haley  
Hemenway  
Hennigan  
Hernandez

Higginson  
J. Kennedy  
Kilmer  
Latin Academy Bldg. (ELC) \*  
Longfellow  
Lyndon  
Manning  
Mendell  
Mozart  
Ohrenberger  
Parkman  
Philbrick  
F. Roosevelt  
Sumner  
Trotter  
District C (ELC) \*

**MIDDLE**

M. Curley  
Dearborn  
Irving  
King  
Lewis  
Rogers  
R. Shaw  
Wheatley

**\*Early Learning Center**



**OPTION TWO**

**EAST ZONE**

**ELEMENTARY**

Chittick  
Clapp  
Condon  
Dever  
Dickerman  
Dorchester High Campus (ELC) \*  
Endicott  
Everett  
Fifield  
S. Greenwood  
Holland  
Kenny

Lee  
Marshall  
Mather  
Mattahunt  
Murphy  
O'Hearn  
Perkins  
Perry  
Russell  
P. Shaw  
Stone  
Taylor  
Tynan

**MIDDLE**

Cleveland  
Gavin  
Holmes  
Lewenberg  
McCormack  
Thompson  
Wilson

**\*Early Learning Center**



OPTION TWO

NORTH ZONE

ELEMENTARY AND MIDDLE

No change from OPTION ONE

See Attached



## IMPLICATIONS OF THE INEQUITY BETWEEN THE EAST ZONE AND THE WEST AND NORTH ZONES

### CONSULTANTS' PLAN

Since the schools in the proposed East Zone have received less than a proportionate share of financial support of discretionary resources, the following is proposed:

1. Access to out-of-zone schools for a limited period of time. Specifically, we propose that, in addition to their share of the available seats at the two citywide schools, the Hernandez and Timilty Schools, East Zone parents be allowed to choose the Haley and Lewenberg schools.
2. Changes in leadership. Our discussions with parents and educators in Boston substantiated what we know from our experience elsewhere, namely, that the key to school change and improvement is leadership. We recommend that, as soon as the East Zone Superintendent is named, he or she discuss with the Superintendent of Schools leadership changes in several East Zone schools. Two to three educators in other zones who have demonstrated their capacity as effective school-building leaders should be invited to serve in the East Zone.
3. Reallocation of resources. Each year the Boston Public Schools receives six million dollars of State 636 funds. We recommend a reallocation of a substantial portion of those funds to East Zone improvements for 1989-90. In this manner, the smaller share received by East Zone schools in past years would be remedied.
4. Partnerships. The University of Massachusetts at Boston has established a strong relationship with the current District C which includes most of the East Zone. That relationship should be expanded to include new initiatives with East Zone schools, including the establishment of a K-8 teacher training





school in the East Zone. Further, Wheelock College, which has a demonstrated record in successful work with Boston Public School teachers, should be invited to collaborate in this effort.

5. After-school connections to East Zone schools. The Boston Community schools currently conduct after school programs in several East Zone schools. Discussions should begin with University of Massachusetts with regard to developing after school "Renaissance" programs in some of the East Zone schools. These programs will enable many East Zone students to remain in school until at least 6:00 P.M.
6. Kindergarten to grade eight schools. Parents have expressed a great interest in continuity of education program through eighth grade. Several of these schools should be developed, beginning in the East Zone. It is our experience that a "traditional" type school works well in a K-8 structure. Perhaps one such school could open in 1989-90 at the Dever and McCormack Schools, where no facilities changes would be required. Alternatively, one may make a middle school a "traditional" school and relate it to several elementary schools.
7. Two-way bilingual and multicultural programs. Requests for proposals from schools in the East Zone should go out from the Zone School Improvement and Planning Council immediately after ratification of this plan for planning funds for the establishment of two-way bilingual and multicultural programs. With the assistance of the principal and staff at the Hernandez school, planning should take place during the 1989-90 school year; such programs could be implemented in the 1990-91 school year. The multicultural school could embrace French and other languages.



## ISSUES

A specific remedial plan involving personnel changes and discretionary state and federal funding must be developed to support East Zone school improvement initiatives.

## SUPERINTENDENT'S RECOMMENDATIONS

A number of staff changes at all levels will be made prior to the 1989-90 school year within the East Zone. Some additional talented and experienced administrators and teachers will be assigned to leadership and teaching positions.

\$100,000 will be set aside to assist the Zone Superintendent in the development and implementation of school improvement initiatives and to support replication of educational programs that have had demonstrated success in other settings.

Partnerships with the public school community which have been positive will be strengthened and new liaisons will be initiated. In particular, we shall seek to expand our cooperative programs with the Boston Community Schools network in order to provide educational and recreational activities for our students, as well as the public we both serve during after school hours.

In a similar vein, assistance will be sought from our institutions of higher education to assist the school system to plan and implement an ELC through Grade 12 Laboratory School. Such an endeavor will utilize the latest educational research as a foundation for the instructional program offered at this laboratory school. Such a center will also serve as a citywide resource for both staff and curricula development activities.

In summary, I pledge to address the issue of educational equity within East Zone Schools. I am committed to improving the weaknesses so many parents and educators pointed out during the recent hearings conducted by the School Committee.

Specifically, I will:

- . Make some leadership changes in elementary and middle schools
- . Establish a K-8 computer-focused school in the Zone at the Thompson



- . Establish another ELC in the Zone at the Laboratory School located at the Dorchester High facility
- . Recommend modifications in the West and East boundaries so that additional schools which are perceived to be of high quality are in the East Zone. Two options are being submitted for consideration. I recommend Option One.
- . Allocate \$100,000 of additional discretionary funds to the East Zone Superintendent to assist in the development of improved instructional programs for the 1989-90 school year
- . Support the reallocation of some additional 636 funds for the East Zone for the 1990-91 school year. These funds are already completely allocated for FY90. If additional funds become available for FY90, I will immediately provide the East Zone with more financial help.



IMPLICATIONS OF INCLUDING EAST BOSTON AS A PART  
OF THE RACIAL PERCENTAGES OF THE NORTH ZONE

CONSULTANTS' PLAN

The North Zone is treated differently than the other two in the determination of percentage variance from the norm for school assignment - i.e., + or - 15% (the other zones are designated for a + or - 10% ratio) and the allowable percentage of 75 percent for walk zone priority by race (the other zones have a limit of 50 percent for the walk zone priority).

ISSUE

Since almost 63 percent of the students (kindergarten through grade 8) who live in East Boston are white, the overall average of 25 percent for the North Zone is misleading. The East Boston statistics skew the zone averages significantly. If the East Boston students are removed from the total zone count, the white percentage drops to 14.8.

Do the special circumstances of geography and traffic patterns merit the variances recommended in the Consultants' Plan, and does acceptance of these norms impose an unequal burden on minority students?

SUPERINTENDENT'S RECOMMENDATION

I believe that acceptance of the recommendations of the Consultants on this issue is not in the best interests of the minority students residing in the North Zone. Due to the small number of elementary and middle school facilities in a large portion of the minority community, a disproportionate number of these students will have to be transported significant distances through difficult traffic patterns.

I propose that East Boston remain an administrative and educational entity within the North Zone. The East Boston students in Kindergarten through Grade 12, however, will not be counted within the overall zone numbers for the purpose of achieving racial desegregation. The percentages for the North Zone shall be treated as follows:

- all North Zone students, excluding East Boston residents (K through Grade 12) will be identified and an ideal percentage + or - 5% will be utilized in the determination of school assignment. This lesser degree of flexibility is necessary in order





to make the schools in the North Zone as racially balanced as possible, given the relatively small percentage of white students residing in that zone outside of East Boston.

- East Boston percentages will be factored separately and all students who wish to remain in East Boston schools for elementary, middle and high will be able to do so.
- Any student in the North Zone may apply to any East Boston School and if a seat is available in the school and grade of choice for his race, that student will be accommodated.
- Any student from East Boston may similarly apply to any school in the North Zone (either within or outside of East Boston) and if a seat is available in the school and grade of choice for his race, that student will be accommodated.



## IMPLICATIONS OF EXCLUDING THE HIGH SCHOOLS FROM THE STUDENT ASSIGNMENT PLAN

### CONSULTANTS' PLAN

The proposed school choice plan by zones does not include High Schools. The consultants believe that more specific and concentrated attention is needed for the development of an effective high school choice plan.

### ISSUES

In order for a new student assignment plan to be effective, high schools must be included in this process.

### SUPERINTENDENT'S RECOMMENDATIONS

My overall goal is to create a student assignment plan that provides all Boston students (K-12) with a high quality stable education. I have worked with headmasters and staff to develop a single zone high school choice plan, providing the opportunity for all Boston Public School students to participate in the new student assignment plan.

A 1986 report of the Superintendent's Research Advisory Committee on Secondary Schools concluded that there were excess high schools and recommended closing some, upgrading others and enhancing the academic offerings of all high schools that do not require an examination for admission. The Superintendent's recommendations were not supported in 1986. In 1989, the City of Boston still has too many high schools for its present high school population. As explained later, on the basis of a new analysis, our schools could accommodate over 4,300 more students than we presently have in our programs.

Since some high schools are not attracting sufficient numbers of students and there is excess capacity at the high school level, ~~some~~ high schools must be consolidated to provide sufficient resources for a more enriched curriculum. In addition, programmatic reforms and instructional improvements must be major priorities of the new Zone Superintendent.

I am recommending the following:

1. Create a single citywide High School Zone, giving students the full range of programmatic offerings.
2. Establish a school-within-a-school magnet theme for each high school with the exceptions of Boston Latin, Boston Latin Academy and Snowden International.



3. Establish a new 6-12 Visual and Performing Arts High School.
4. Merge Boston Technical and Madison Park ORC into Madison Park Technical and Vocational High School. Phase-out the general program at Madison Park.

The Madison Park Technical and Vocational High School will be one Magnet High School where students can choose either a vocational program leading to gainful employment, a program with emphasis on technical knowledge and skills which will enable students to enter advanced technical programs upon graduation, or a combination of both vocational and technical college preparatory courses.

The technical aspect will feature systems that control the design of most technological devices and equipment such as: mechanical, fluid, electrical and thermal systems.

The vocational aspect will be skill specific, enabling students to begin successful careers in a wide variety of employment areas and/or continue their education in technical institutions or colleges.

All technical-vocational students will be given vocational and/or technical aptitude tests for appropriate placement. The SSAT test score currently used for entrance into Boston Technical will no longer be required.

The students currently attending the Umana School of Science & Technology (grades 9, 10, 11) will be given a priority option of transferring to Madison Park Technical and Vocational High School. The Umana is being recommended to become a middle school.

The Superintendent believes that programmatically it is difficult for Boston to adequately support two high schools which have as their major focus technology, science, and engineering. Technical High is an exam school and Umana is a magnet school. The achievement levels, as measured by the Metropolitan Achievement Test, of the two student bodies are similar. In reading, the Umana students tend to score slightly higher. In math, the Tech students score higher. [See Appendix A.]

If the two schools were combined, a much stronger program would exist. In addition, an adequate number of students would be available from across the city to focus on science and technology. Presently, students who want to specialize in the



field of science are divided into two undersubscribed high schools.

5. Reduce the number of high schools and convert some high schools to other educational uses:
  - a. Brighton High facility used as a middle school and central administrative offices.
  - b. Umana High to middle school
  - c. Dorchester High to ELC-12 Laboratory School

In an attempt to bring more clarity to the issue of the actual number of seats available for students at the high school level, eleven high schools were visited by staff members on Wednesday, January 11, 1989 and Thursday, January 12, 1989. Prior to the school visits, an orientation session was held to detail the process to be followed during the school visits.

Participating in the training session were Dr. Joseph Coley, Manager of Business Affairs and Financial Services, Toledo Public Schools, a consultant on facilities usage; staff from the Department of Implementation; and William Abbott, Deputy Superintendent/Operations & Administration. Each visiting team was directed to visually observe all spaces in each high school, compare their visual observations with the individual school Room Utilization Report produced by the Department of Implementation, and verify the seating capacity of all appropriate learning areas. The information obtained was then compared to the court capacity figures, the Department of Implementation Assignable Capabilities figures and the November 9, 1988, assigned and actual high school enrollments. Based upon that information, conclusions were reached regarding the reasonable seating capacity at each high school visited.

The results of the survey are displayed on the following pages along with other capacity figures. This survey indicates there may be as many as 4,300 seats in excess capacity at the high school level based upon the November 9, 1988 figures. This number, of course, fluctuates depending upon the way rooms are actually used. For example, a regular size classroom which could reasonably serve 26 to 30 regular education students each period has a reduced seating capacity if the classroom is used for bilingual or special education classes.





STUDENT ENROLLMENT CAPACITY FOR THE HIGH SCHOOLS OF BOSTON

<u>HIGH SCHOOLS</u>	BPS ESTABLISHED CAPACITY <u>1/89</u>	STUDENTS ACTUAL ENROLLMENT <u>12/88</u>
Boston	980	676
Boston Latin Academy	1260	****830+408
Boston Latin	2298	****1369+803
Boston Technical	1230	945
Brighton	1050	747
Burke	800	646
Charlestown	***1100	885
Dorchester	**900	638
East Boston	1240	728
English	*1880	1364
Hyde Park	1050	729
Jamaica Plain	1100	818
Madison Park	1880	1656
Snowden Int'l	475	468
South Boston	1150	896
Umana	1100	****442+294
West Roxbury	1250	1074
<u>TOTALS:</u>	<u>20743</u>	<u>16416</u>

A comparison of the data above indicates that there are 4327 available seats at the high school level.

\*possibly 2000, but not advisable

\*\*could be 1000 if shops converted to classrooms

\*\*\*viewed as minimum figure

\*\*\*\*First figure indicates 9-12 student enrollment,  
Second figure indicates 7-8 student enrollment.



## PROPOSED HIGH SCHOOL THEMES

<u>SCHOOL</u>	<u>THEME</u>
ACC	Another Course to College (College Preparatory)
Boston High	Work-Study Program
Latin Academy	Academic/Classical
Latin School	Academic/Classical
Boston Technical	Madison Park Technical and Vocational High School
Burke	Computer Technology
Charlestown	Careers in Public Service
Dorchester	ELC-12 Laboratory School/Professional Training
East Boston	Hotel Management and Tourism
English	Medical Careers
Hyde Park	Business Ventures
Jamaica Plain	Media and Communications
Madison Park/ORC	Merged, general component relocated
South Boston	Marine and Environmental Sciences
West Roxbury	Naval Cadet Program and/or Drum and Bugle Marching Band

**IN ADDITION, A NEW VISUAL AND PERFORMING ARTS SCHOOL  
WILL BE HOUSED AT THE PRESENT MACKEY SCHOOL SITE.**

Within each high school which has a designated theme, students in grades 9 and 10 will be eligible for selection into the school-within-a-school magnet theme program for the 1989-90 school year. School staffs will be encouraged to begin planning for their themes now. To supplement this effort, we will be applying for a magnet school federal grant. Upon notification of our grant award, additional financial resources will be made available to each high



Zone Superintendents, through the Curriculum Specialists and Zone Councils, will be encouraged to expand relationships with business and university partnerships. In particular, emphasis should be on thematic issues of curriculum and staff development.



## IMPLICATIONS OF IMPLEMENTING THE ADMINISTRATIVE STRUCTURE OUTLINED IN THE PROPOSED PLAN

### CONSULTANTS' PLAN:

Superintendent should recommend appointment of three Zone Superintendents who will be held responsible for the overall implementation of the Student Assignment Plan. The Zone Superintendent is responsible for supervision of zone-based staff, certification of instructional capacities, implementation of school improvement initiatives, coordination of school programs with a variety of collaborative partnerships, district funding, staff development/in-service training and supervision of parent centers. The Zone Superintendent would have appropriate professional support staff to carry out responsibilities of their office. Parent Information and Student Assignment Centers would be established in each zone upon approval of plan.

### ISSUES:

In implementing the Controlled Choice Plan, what responsibilities and powers are to be granted to Zone Superintendents and their respective staff in relationship to central administration and the schools?

### SUPERINTENDENT'S RECOMMENDATIONS

The Superintendent is prepared to make immediate recommendations of educational leaders for the four Zone Superintendent positions. Zone Superintendents will have the authority and responsibility for:

1. working in collaboration with the School Zone Improvement and Planning Council (the council has advisory responsibilities) to improve the teaching and learning in all zone schools. The Zone Superintendent will be guided by the policies of the School Committee and the regulations of the Superintendent. School site planning and initiatives will be strongly encouraged.
2. the continuous evaluation of zone schools, administrators, and staff, focusing upon the attainment of stated goals and objectives;
3. the development of strong staff development programs;
4. the administration of zone resources including General School Purposes and external funds, as well as available institutional and human resources to implement system, district and school site goals and objectives;





5. the development of effective and efficient Student Assignment and Parent Information Centers to provide prompt and positive information and school assignment services to the public.

The mission of central administration system-wide is to establish the goals and objectives that all schools must carry out. This would include development of curriculum objectives and standards, system-wide training programs, encouragement of professional development activities and the identification of excellent programs and models suitable for replication.

The role of the zone office is to serve as a resource staffs in the schools to facilitate instructional programs, to assist in problem resolutions, to evaluate progress of the schools, and to be a general support for effective programs. In addition, and certainly as important, is the responsibility of the Zone Superintendent in providing staff development and professional growth activities so teachers may better implement the curriculum. The zone office staff along with the principals and headmasters are the initiators and catalysts to improve school site instructional efforts for the students. School based initiatives will be strongly supported.

The zone office also has a strong managerial role in carrying out many required and important activities. Student assignments, transportation services and attendance services are examples of these obligations. Staff will be required to carry out managerial functions as well as instructional activities. (For a detailed description of the administrative teams that will be housed in each zone please refer to Appendix C).

The Superintendent will staff zone offices to carry out the aforementioned duties through the reassignment and relocation of current district and central personnel.



**SUPERINTENDENT'S RECOMMENDATIONS CONCERNING STAFFING AND  
RESPONSIBILITIES OF ZONE SCHOOL IMPROVEMENT AND  
PLANNING COUNCILS**

**CONSULTANTS' PLAN**

The assignment plan recommends the creation of a Zone School Improvement and Planning Council in each zone to assure zone equivalency in the quality educational offerings for all Boston Public School students. The councils should serve as recommending agents regarding schoolwide policies and practices that affect a zone and should report directly to the School Committee and the Superintendent who, from time to time, may assign specific decision-making powers to the council.

**ISSUES**

The consultants' plan makes Zone School Improvement and Planning Councils responsible for policy in each Zone. Policy determination is the responsibility of the Boston School Committee. The School Committee and/or Superintendent also have nondelegable legal authority for certain personnel decisions. All other organizations have advisory responsibility only.

**SUPERINTENDENT'S RECOMMENDATIONS**

Zone School Improvement and Planning Councils will be formed in each district to act in an advisory capacity to the Zone Superintendent. The Council will meet on a monthly basis with the Zone Superintendent to review and discuss issues affecting the schools and the students.

The Zone School Improvement and Planning Councils will be made up of a minimum of thirteen members, representative of the racial/ethnic diversity of the district, as listed below:

- 5     parents selected by Citywide Parent Council. The parents must be residents of the Zone and include at least one parent of a student in a bilingual program and one parent of a student in a Chapter 766 program.  
       (Minimum: 2 Minorities)
  
- 2     teachers selected by Boston Teachers Union from schools in the Zone  
       (Minimum: 1 Minority)



- 2 administrators selected by Boston Association of School Administrators and Supervisors, one of whom must be a principal or headmaster  
(Minimum: 1 Minority)
- 1 business representative selected by Private Industry Council
- 1 university representative selected by President's Council of Universities
- 3 community representatives selected by Zone Superintendent to enhance racial balance of the full committee.  
(in high school zone, there will be one high school student selected by Student Government and two community representatives).

Council members will serve a two-year term and be eligible for reappointment if recommended by their sponsoring organization.

The Zone Superintendent will forward the names of Council members to the Superintendent for his review and approval. The Council will select the co-chairs and develop their own operating rules. One co-chair will be a parent and one will be an educator. The Zone Superintendent will supply necessary office support including stationery, postage, xerox and clerical assistance to support the Council in its work.



## ZONE SCHOOL IMPROVEMENT AND PLANNING COUNCIL

Zone School Improvement and Planning Councils are responsible for collaboration with the Zone Superintendent:

1. On all matters concerning education in the zone;
2. On identifying and recommending new educational initiatives;
3. On determining instructional space and appropriate use of facilities for educational programs;
4. On monitoring the implementation of all instructional programs in the zone;
5. On reviewing and recommending individual school improvement plans;
6. On monitoring the implementation of Controlled Choice Student Assignment Plans;
7. On preparing an annual report regarding the status of the zone.





## ALLOCATION OF AVAILABLE INITIAL SPACE AND FINAL ASSIGNMENT

### CONSULTANTS' PLAN

All available space will be initially allocated to white, black and other minority students as designated by the Court before the beginning of the school selection and assignment process. At a time certain, if all allocated seats have not been claimed by blacks or other minorities, the remaining seats may be reassigned to the minority group that has oversubscribed its allocated seats. The initial allocation of available instructional space should be based on the actual proportions of white, black and other minority students who are eligible to enroll in the school. This procedure will ensure that each racial group will have "general proportional access" to all schools and programs of choice.

### ISSUES

There has been considerable discussion about the assignment of students in accordance with the allocation of seats for white, black and other minority students as designated by the Court before the beginning of the school selection and assignment process. All final assignments for Blacks, Hispanics, Asians and Native Americans, based on the Consultants' Plan, will be made in terms of a two-way definition of racial balance which consists of white - black/other minorities.

### SUPERINTENDENT'S RECOMMENDATION

The Superintendent supports the consultants' concept for the initial assignments of students. All initial assignments of students will be made across three racial groups in accordance with the initial ideal allocation of seats in each zone for white, black and other minorities to ensure proportional access. When a school is under-enrolled in one or more student racial groups, the principal will be required to develop and implement a recruitment effort immediately. After a good faith effort is made to recruit students, seats could still be available.

The next step in the assignment process will be to compare the available seats to the ideal percentage of seats allocated for each ethnic group. If seats for any group are available, then assignments will be made on the basis of a plus or minus ten percentage points of the ideal racial number for white and minority students with the exception of the North Zone which will use + or - 5%. If there is an undersubscription of one minority group, seats may then be assigned to another minority group that desires to attend the school.



# IMPLICATIONS FOR IMPLEMENTING THE PLAN'S ACCOMMODATION OF CHOICE

## KINDERGARTEN/ELC

### CONSULTANTS' PLAN

The consultants recommend consideration be given to phasing out K-1 classes in view of the increased demand for full day kindergarten and more early childhood programs. They have also proposed the establishment of two early learning programs in each of the three K-8 attendance zones. Further, they suggest making the existing ELC's citywide programs until they are replicated. Their plan involves kindergartens in the desegregation process by including them in the racial guidelines.

### ISSUES

Currently, according to our enrollment statistics, over 3,100 students now participate in K-1 programs.

An analysis completed by the Budget Office last spring indicates that Boston Public Schools would need to add 69 monolingual K2 teachers to implement additional full day programs.

### SUPERINTENDENT'S RECOMMENDATIONS

The Superintendent believes that children benefit from receiving primary instruction in K1 and K2 programs. In urban communities, providing the opportunity for education at the earliest possible age is desirable. Effective early childhood programs also offer an exceptional learning opportunity for pre-school students. The Superintendent's recommendations are as follows:

1. Provide K1-K2 options for parents within each zone.
2. Establish three additional ELC's. The proposed centers will be located at Dorchester High School, Hemenway Elementary School and the former Boston Technical Building - the new Latin Academy. This will bring the number of centers in the East Zone to two. The additional ELC is recommended for the East Zone to address the issue of perceived inequities in the East Zone. The ELC will implement the full day, surround-care model recommended in the Superintendent's Early Childhood Education report. The ELC's will be open to students only from their zones. If option two is approved rather than option one, I do not recommend establishing an early learning center at the Hemenway. A second early learning center would be recommended, however, for the East Zone.

The Early Learning Center at Dorchester High will open in September of 1989, the Center at Latin Academy will open in September of 1990.



## OVERSUBSCRIPTION

### CONSULTANTS' PLAN

In the event that more students apply for spaces initially allocated for white, black and other minority students, the protocol for assignments will be as follows:

1. Siblings: If the applicant already has a brother or sister enrolled in the school.
2. Closest to School: Applicants who live within the geographic walk-zone of the school may be enrolled before students who live outside of the walk-zone. The walk zone is defined as an area within one mile of an elementary school and within one and one-half miles of a middle school. No more than 50 percent of available instructional spaces should be initially filled by walk-zone applicants in the East and West Zones and no more than 75 percent in the North Zone. Students who do not live within a walk-zone should be allowed to exercise a walk-zone preference for the school nearest to their home.
3. Random Lottery: The remaining spaces should be filled by a random lottery of the applicants not yet assigned.
4. Waiting Lists: Students who are not assigned to their first and/or second choice schools should be placed on a waiting list for these schools of choice. Waiting lists must be maintained for white, black and other minority applicants. Waiting lists should be periodically cleared in accordance with the Administrative and Racial Fairness Guidelines of the new Controlled Choice Student Assignment Plan.

### ISSUE

There has been considerable discussion about the use of different + or - percentages for the East, West and North Zones. The racial guidelines raise concerns about the fairness of the assignment process and possible limited access to some schools and programs.

### SUPERINTENDENT'S RECOMMENDATIONS

When there is an oversubscription in two or three racial categories, the following process will be utilized for final assignments:



- A. The racial groups that are oversubscribed will be limited to their ideal percentage until the lowest-subscribed racial group reaches its minimum percent. When all racial groups have reached at least the minimum percentage, the oversubscribed racial group(s) may be assigned up to maximum capacity.
- B. Siblings will be assigned based on racial percentages and available seats. This will be true at entry-level grades if seats for that race are available in the school.
- C. Within the computerized ranking, those students who live within one mile walking distance of an elementary school and one and one half miles of a middle school will be assigned based on racial percentages and available seats. Students assigned under this walk-zone priority shall comprise no more than 50 percent of the total number of instructional seats available. Students who do not live within a walk-zone shall be allowed to exercise a walk-zone preference for the appropriate zone school nearest to their homes. Remaining seats will be filled by random lottery within each racial group.
- D. Waiting lists will be established for each school. The lists will consist of those students who elected the school as both first and second choice but were unable to be accommodated. Within each assignment rotation, students shall be ranked numerically by a computerized random process. Such a process will serve as the vehicle for assignment and wait-list placement. Wait-list placement will be made first on the basis of the three racial categories. If one of the minority categories has an opening but no student on a waiting list, the available seat shall go to the highest ranking minority of the other racial category.

The computerized random selection process will continue until all options ranked by parents are exhausted.





## UNDERSUBSCRIPTION

### I. CONSULTANTS' PLAN

All instructional space will be initially allocated in zone schools on the basis of the percentage of white, black and other minority students residing in the zone. In the event that fewer students apply for space initially allocated for white, black and/or other minority students, the Student Assignment Unit should be permitted to fill these available instructional spaces in accordance with the plan's Racial Fairness Guidelines.

North Zone may vary + or - 15 percentage points from the zonewide percentages for white and combined minority students.

West Zone and East Zone schools may vary + or - 10 percentage points from zonewide percentages for white and combined minority students.

Citywide magnet schools may vary + or - 10 percentage points from the citywide percentages of white and combined minority students.

### II. ISSUES

There has been considerable discussion about the use of different + or - percentages for the East, West, and the North Zones. The racial guidelines raise concerns about the fairness of the assignment process and possible limited access to some schools and programs.

### III. SUPERINTENDENT'S RECOMMENDATIONS

To ensure racial balance, student assignments will be made within clear, explicit and consistent racial guidelines for each attendance zone. I am recommending the following:

1. All Student Assignments will be within ten percentage points of the average racial percentages of white and other minority students for the east and west zones. The north zone student assignments will be within five percentage points of the average racial percentages of white and other minority students. The racial parameters will work differently for elementary and middle school as opposed to high schools:



- a) North Zone elementary and middle schools - final racial percentages of each school must fall within + or - five percentage points of the zones residential racial percentages with the exception of East Boston schools. Bilingual, substantially separate and kindergarten students are included in the racial ratio.
- b) East and West Zones elementary and middle schools final racial percentages of each school must fall within + or - ten percentage points of the zones residential racial percentages. Bilingual, substantially separate and kindergarten students are included in the racial ratio.
- c) High Schools - student assignments to high schools will be kept within + or - ten percentage points of citywide racial percentages with the exception of East Boston High School.

## 2. Exceptions

### East Boston

East Boston schools will use East Boston racial ratios. K-12 students of all racial groups in East Boston are guaranteed seats in East Boston schools. Any East Boston student who wishes to take part in the new student assignment plan may do so. Students in grades K-8 in the North Zone not residing in East Boston may apply for East Boston schools. Aggressive recruiting efforts will be made to attract minority students to East Boston schools and white students to schools outside East Boston.

### Two-way Bilingual

The Hernandez School, a two-way bilingual program in the West Zone, and the newly proposed Edison two-way bilingual program in the North Zone may use court-ordered racial percentages which allow a greater concentration of bilingual students.

### Examination schools

Boston Latin and Latin Academy will continue to use the court-ordered racial percentages and process. These percentages are as follows: Group A - 35% Black and Hispanic, Group B - 65% White, Oriental, and all other students not included in Group A.



CONSULTANTS' PLAN

"All Boston Public School students enrolled in desegregative K2 classes, K2 students enrolled in citywide magnet schools, extended day classes in citywide magnet schools, elementary school grades 1, 2, 3, 4; in middle school grades 6 and 7; and high school grades 9, 10, 11 should be allowed to remain in their currently assigned school, irrespective of their home-residence.

Unless specified in the plan, all students who are grandfathered into their currently assigned schools should continue to receive all necessary educational services, including transportation, until they complete that school's highest grade.

For those students who remain in a school outside of their new residential attendance zone, the grandfathering privilege should not be extended to their siblings unless they are already enrolled in the same school.

Schools that are to be replicated such as the Hernandez and Timilty and Early Learning Centers should be allowed to enroll students on an inter-zone basis until these schools are operational in the other zones.

Students enrolled in Transitional Bilingual Education Programs outside of their residential attendance zones should be allowed to remain in out-of-zone schools until they are mainstreamed into regular education classes."

ISSUES

The availability of seats is of critical concern for issues of equity and access in regular, bilingual and special education. The grandfathering of all students, however, does limit the choice options for both parents and students.

SUPERINTENDENT'S RECOMMENDATIONS

1. The Superintendent supports the consultants' view that the students should be allowed to be grandfathered in their present schools through the highest grade in that school.
2. I am also in agreement with the consultant's proposal to provide out of zone transportation to grandfathered students for two years.
3. To the extent possible, special needs and bilingual classes will remain in their current buildings to maximize the potential for grandfathering. However, it may not be programmatically feasible to grandfather all special needs and bilingual students and still provide a choice of special needs and bilingual programs within each zone.



SUPERINTENDENT'S RECOMMENDATIONS CONCERNING THE  
UTILIZATION OF BOSTON FACILITIES

FACILITY MODIFICATIONS AND PROGRAM CHANGES

School	Program
Hemenway Elementary	The school will re-open as an Early Learning Center serving students Kindergarten through Grade 1. A full program will be available before and after regular school hours for all students. To be implemented under consultants' plan or Option I only.
Hernandez Elementary	The two-way Spanish bilingual program at this school will expand beyond the Kindergarten through Grade 5 to include the middle school years of grades 6-8. These upper grades will be phased in so that a full Kindergarten through Grade 8 two-way Spanish bilingual program will exist.
District C Early Learning Center	This program will be paired with the Dickerman Elementary School. Children attending the District C Early Learning Center will receive a priority for assignments to seats in Grades 2 through 5 at the Dickerman Elementary to ensure a continuity of educational program philosophy and provide these students with the Kindergarten through Grade 5 continuous educational experience available to other students.
Lyon Early Learning Center	This program will be paired with the Garfield Elementary School. The educational rationale and continuity issues outlined above for the District C Early Learning Center are identical.
Early Learning Center at Boston Latin Academy	An Early Learning Center serving students in Kindergarten through Grade 1 will be opened at this site as soon as building modifications are completed.





Holmes Middle

This facility will be modernized and refitted for use as an elementary school, housing Kindergarten through Grade 5. This change in level is recommended so that a sufficient number of elementary school seats will be available now and in future years.

Thompson Middle

This facility will be refitted for use as a Kindergarten through Grade 8 school with a computer technology theme. Again, the need for elementary seats, particularly in the Dorchester section of the city, now and in the future makes this move necessary.

Mackey Middle

In September of 1989, a new School for the Visual and Performing Arts will open at this facility. In the initial year, Grades 6 through 8 will begin the program, followed by a high school segment the following year. The new offering will eventually be open from Grade 6 through 12 on a citywide basis.

Edison Middle

This school will be reorganized as a Kindergarten through Grade 8 two-way Spanish Bilingual school for students in the North Zone. A partial French immersion program for native English speaking students will also be included in this school.

Burke High School

This school will add Grades 6 through 8 to the present structure and continue to specialize in computer technology. All 6-12 seats will be available on a citywide basis for all students.



## Dorchester High School

A new Laboratory School program will be initiated at this building. Partnerships will be forged with an institution of higher education to plan and implement an ELC through Grade 12. The instructional program will utilize the most advanced teaching and learning strategies. In addition, the school will serve as the school system's center for Professional Development. The Kindergarten through Grade 8 component of this model school will serve residents of the East Zone with guaranteed high school continuation. The remaining seats of the high school component will be open to students on a citywide basis.

## Brighton High School

This facility will be reorganized to serve a middle school student body. All students at the Taft Middle School will be assigned to the new Brighton Middle School. The Taft Middle School will be closed. Students throughout the zone will also have this school as one of the Grade 6 through 8 options. In addition, the Central Office will be moved to this facility and Court Street will be sold.

## Umana School

The high school grades at this school will be phased out and a middle school program Grades 6 through 8 will result. Students throughout the North Zone will have this new program as an option. The Grade 6 classes presently at the McKay Elementary will be moved to the Umana as will those students attending the Barnes Middle School. These moves are anticipated for the 1990-1991 academic year. The Umana School was built in the mid-1970's as a replacement for the Barnes.



Boston Technical

Beginning in September, 1990 the Boston Technical Program will be incorporated into the Madison Park Vocational Technical School. (No exam will be required.)

Madison Park High School

A new Madison Park Vocational Technical Program of Studies will be phased in on the present campus. The general program of studies now offered at Madison Park will be phased out and all students will be enrolled in a college preparatory training program in the hard sciences or a career training program oriented to occupational exploration and preparation.

Lyndon Elementary

This school will re-open in the West Zone as a K-5 program. This facility is in excellent repair, ideally located and needed by the school department to serve present and future elementary school needs.

O'Hearn Elementary

This school will be the site for a pilot mainstreamed program for handicapped and non-handicapped students and will begin in 1990-91. This program will be designed based on the latest research and proven models of mainstreaming. This school, when fully implemented, will serve as a model for staff from other schools.

26 Court Street

Most of the Central Administrative Offices will be relocated to the present Brighton High School facility. Given the Controlled Choice Student Assignment Plan, the school system will be able to use existing facility resources in a more efficient and effective way. Some Court Street administrative staff will be redeployed into the offices of the Zone Superintendents. (A detailed account of the decentralization recommendations are found in another part of this document, Appendix C).



Since the Brighton High School facility will also house the Taft Middle School, adjustments to interior spaces will have to be made. Given the reduction in central office staff, it does seem possible that most central offices can be accommodated at this site.

Please see Appendix E for a full discussion of the cost implications of facilities changes.

The cost of facilities aspects of the new assignment plan can be summarized as:

#### **CURRENT STATUS**

scheduled for repairs	- 78 schools (UFP)	\$147 million
	<b>FULLY APPROVED</b>	(90% state funds)

NOT scheduled for repairs - 39 schools

lead and asbestos	\$ 15 million
study/abatement	
<b>TENTATIVELY APPROVED</b>	

#### **CHANGES IN CERTAIN SCHOOLS NAMED IN SUPERINTENDENT'S PLAN**

13 schools	\$ 4,232,000
<b>PROPOSED</b>	

#### **INTERIOR RENOVATION/ MODERNIZATION**

Estimated 90 schools	\$ 73,768,000
<b>PROPOSED</b>	

#### **SCHOOL CLOSINGS**

2 schools	-----
<b>PROPOSED</b>	(Spending cancels savings in initial 2 years)

<b>EXPENDITURES PROPOSED TOTAL:</b>	<b>\$240,000,000</b>
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The revenue proposed for facilities can be summarized as

<b>APPROVED REVENUE</b>	\$147,000,000
<b>TENTATIVELY APPROVED</b>	15,000,000
<b>NEW REVENUE</b>	<u>78,000,000</u>
	\$240,000,000

<b>REVENUE SOURCE</b>	<b>NEW DOLLARS</b>	<b>TIME PERIOD</b>
Sale of 26 Court Street	\$24 million	Available FY90 or 91
City of Boston Bonding Authority	\$28 million	Available FY90 - 20 year bonding period
Jet Fuel Excise Tax Increase from 5% to 7.25%	\$26 million	Available over a four year period FY90 - FY94
<b>TOTAL NEW REVENUE:</b>	<b>\$78 million</b>	





IMPLICATIONS FOR IMPLEMENTING THE TIME SCHEDULE FOR  
SCHOOL SELECTION AND ASSIGNMENT PROCEDURES UNDER THE  
STUDENT ASSIGNMENT PLAN

CONSULTANTS' PLAN

"Upon ratification of Student Assignment Plan, the Superintendent should recommend the appointment of 3 Zone Superintendents."

ISSUES

In order for the BPS Student Assignment Plan to be effective, high schools should be included in this process. A Zone Superintendent should also be appointed for the high school zone.

SUPERINTENDENT'S RECOMMENDATIONS:

The Superintendent is prepared to immediately recommend Zone Superintendents to the School Committee as soon as the Plan is accepted. The timetable for the New Plan is outlined below. The Superintendent recommends the Plan be implemented over a two-year period.

Phase I: February 17, 1989

1. The adoption of the BPS New Student Assignment Plan.
2. The appointment of 4 Zone Superintendents: Three K-8 Zones, One High School Zone.
3. The assignment of a full-time Project Director for Student Assignment.

Phase II: March 13, 1989 - June 30, 1989

1. Reorganization of the BPS into the 4 Zones approved by the School Committee. All Elementary, Middle, High and Special Programs will be reorganized under the jurisdiction of new Zone Superintendents prior to July 1, 1989.
2. Formation and appointment of the Zone School Improvement and Planning Councils.
3. Assessment of quality of leadership and instructional programs in each of the 4 Zones.
4. Reassignment of Principals/Headmasters and support staff, deployment of central office staff and the assignment of other staff to Zones to successfully implement the BPS Student Assignment Plan.
5. Assign staff and train members of the Parent Information and Student Assignment Centers in each of the 4 Zones.
6. High Schools begin process of developing curriculum and training staff to implement Magnet School Themes.

YEAR ONE IMPLEMENTATION 1989-90

The present assignment policy will continue for the majority of BPS students. During this first year of implementation there



will be a few changes from the present assignment process. These are as follows:

A. Elementary Schools - 1989-90

1. Kindergarten

For September 1989, all kindergarten assignments will be made in accordance with the provisions of the new Controlled Choice Student Assignment Plan. Specifically, we are referring to:

- a. All new kindergarten entrants to the Boston Public Schools.
- b. All regular half-day, extended-day, early learning center, bilingual and special needs kindergarten classes.

Kindergarten students attending a school outside of their zone and who do not want to be grandfathered into that school for K-2 will be allowed to choose a new school within their residential attendance zone under the new Student Assignment Plan. Kindergarten registration will begin in the spring and assignments will be issued by the close of school in June.

Early Learning Centers

The Hemenway School will re-open as an Early Learning Center serving students kindergarten through grade one - an Early Learning Center will be opened at the Dorchester High School campus serving students kindergarten through grade one. (Hemenway to open only under Consultants' Plan or Option One).

2. Elementary Grades One through Five

All students entering these grades during the 1989-90 school year will be assigned under the present policy. Community District Schools and Magnet Schools will continue to be an option as in previous years. Assignment to all distinctive programs such as bilingual, special needs and advanced work classes will follow present guidelines.

Exceptions:

1. Present grade one students at the District C Early Learning Center will receive a priority for assignment to the Dickerman Elementary School if the parent wishes to exercise that option.
2. Present grade one students at the Lyon Early Learning Center in District A will receive a priority for assignment to the Garfield Elementary School if the parent wishes to exercise that option.



B. MIDDLE SCHOOLS 1989-1990

Present assignment procedures will continue to be in effect. District and magnet schools will continue to accept students based on the Federal Court Regulations and Options. Programmatic themes for middle schools will be developed during the 1989-90 school year. Each school should develop an overall programmatic thrust in order to make the school educationally attractive and competitive. Parents and students will be able to select their new Zone middle school for the 1990-91 school year.

Exceptions:

1. Grade 8 will be added to the Burke High School Program and be offered as a citywide option to all parents.
2. A new Visual and Performing Arts Program will be introduced as a citywide option for grades 6 through 8. It is anticipated that the current Mackey School building in the South End will be that site.
3. Grade 6 will be added to the present program of studies at the Hernandez School. The students who are currently in grade 5 at the school will receive a priority for continued assignment in the program if the parent wishes to exercise that option.

C. HIGH SCHOOLS 1989-90

The present assignment procedures and options will continue to be in effect with some exceptions. They are as follows:

1. There will not be an entering 9th grade class at Brighton High School.
2. There will not be an entering 9th grade at the Umana School.
3. There will not be an entering 9th grade at the Madison Park Comprehensive Program.
4. Registration for all high school students will be in the spring and assignments will be received shortly thereafter.

Further, the Superintendent recommends that if federal magnet school money is granted, Boston thematic programs in various high schools be implemented on a small scale during 1989-90 school year. Students currently in schools would be surveyed to determine their interest in being included in that school's magnet program. Selected students would then be assigned to magnet seats within that school's thematic program.



Across the country, there are numerous successful magnet themes similar to the ones that have been selected for Boston. School site staffs and Zone Superintendents will be encouraged not to attempt to develop thematic curriculum from scratch, but to utilize the already established course outlines and curriculum materials from throughout the country. These guides and training programs should be modified to meet the unique student program needs of each BPS school by the teacher and specialists responsible for the new program.





### Grandfathering

The following proposed grandfathering privilege will be the first priority of assignment during the second year of implementation and will be subject to the following pre-conditions:

1. All Boston Public School students enrolled in desegregative K1 and K2 classes (K2 students enrolled in citywide magnet schools, extended day, early learning center programs) in elementary schools grades 1, 2, 3, and 4; in middle schools grades 6 and 7; and high schools grades 9, 10, and 11 shall be allowed to remain in their currently assigned school, regardless of their home residence.

Unless specified in the Plan, all students are to be given the option of being grandfathered into their currently assigned school. They should be allowed to remain in that assigned school and should continue to receive all necessary educational services, including transportation, until they complete that school's highest grade.

2. For those students who remain in a school outside of their new residential attendance zone, the grandfathering privilege should not be extended to their siblings unless the siblings are already enrolled in the same school. All out-of-zone students who elect to transfer into a new school in their new zone should be accorded sibling preference for enrolling in the same zone-school in which a brother or sister is already enrolled. Transportation for out-of-zone students will be provided for two years.
3. The Hernandez School, the Burke Middle School Program, the Foreign Language Program at the Mackey School and the Program for the Visual and Performing Arts will be allowed to enroll students on a citywide basis. Students who enroll in these citywide schools should be provided free transportation until they complete the school's highest grade.
4. Students enrolled in Transitional Bilingual Education programs outside of their new residential attendance zones should be allowed to remain in out-of-zone schools until they are mainstreamed into regular education classes. Free transportation for out-of-zone TBE students should be provided while they are enrolled in the bilingual program. When out-of-zone TBE students are ready to be mainstreamed they may be given a one time only option of remaining in their currently assigned school for regular education until they complete that school's highest grade or they may opt to be enrolled into a different school within their new residential attendance zone under the provisions of the new Student Assignment Plan. Free transportation for mainstreamed out-of-zone bilingual students should be provided on the same basis as for regular education out-of-zone students.



Bilingual students attending a school outside of their zone and who do not want to be grandfathered into that school, should be allowed to choose a new school within their residential attendance zone under the provisions of the new Controlled Choice Students Assignment Plan.

#### Non-Grandfathered Students

1. All K2 students who have not been assigned under the desegregation requirements of the current court ordered plan or the Controlled Choice Desegregation Assignment Plan in 1989-90 will not be grandfathered and should be given a permanent elementary school assignment in accordance with the provisions of the new Controlled Choice plan effective for the 1990-91 school year.
2. All fifth grade students currently enrolled in the Boston Public Schools should be allowed to select their middle schools of choice under the provisions of the new Controlled Choice Assignment Plan effective for the 1990-91 school year.
3. All eighth grade students currently enrolled in the Boston Public Schools should be assigned to high school under the provisions of the Controlled Choice Assignment Plan effective for the 1990-91 school year.

#### New Students

All students newly entering the Boston Public Schools in grades K1 through 12 should be enrolled under the provisions of the new Controlled Choice Student Assignment Plan for 1990-91.

##### A. Elementary Schools 1990-91

For September 1990 all Kindergarten through Grade 5 assignments will be made in accordance with the provisions of the new Controlled Choice Student Assignment Plan.

The following elementary school programs will begin in September 1990:

- The Model Pilot Program at the Dorchester High Campus will open for elementary Grades 1 through 5 and will be an option for East Zone parents. Those students attending K2 in 1989-90 will have the option to continue in the Model Program.



- The Lyndon Elementary will reopen as a K-5 school and will be an option for West Zone residents.
- The Edison School will add Kindergarten through Grade 5 to the present three middle grades and introduce a two-way Spanish bilingual program for students in the North Zone. An additional language, such as French, will also be incorporated into the school program.
- An Early Learning Center will be opened at the new Boston Latin Academy building in Roxbury. West Zone residents will have this program as an additional option.
- The Holmes Elementary School will offer a new K-5 program of studies. This will be an East Zone option.
- The Thompson School will add grades K through 5 to the existing middle school grades. The primary theme of the educational program will be computer technology across the curriculum.

#### B. Middle Schools 1990-91

All Grade 5 students currently enrolled in the Boston Public Schools will be allowed to select their middle schools of choice under the provisions of the new Controlled Choice Assignment Plan effective for the 1990-91 school year.

The following Middle School Programs will begin in September 1990:

- The Model Pilot Program at the Dorchester High Campus will open for middle school Grades 6 through 8 and will be an option for East Zone Parents.
- In September of 1989, a new school for the Visual and Performing Arts will open at the Mackey School. Approximately fifty grade 6 seats will be available immediately and limited openings are expected in grades 7 and 8. Eventually the program will house grade 6 through 12 and will be a citywide option.
- A full middle school program, Grades 6-8, will be initiated at the Burke School. This citywide program will continue to specialize in computer technology.
- A pilot special education mainstreamed program will be incorporated within the existing Grade 6-8 curriculum. This option will be available for regular education students in the North Zone and will be a citywide option for students with special educational needs.



- The two-way Spanish Bilingual Program at the Hernandez School will be expanded to include the middle grades. This will be an option for West Zone parents and priority for an assignment will be given to those students already enrolled in the program.

C. High Schools 1990-91

In September 1990 a single citywide High School Zone will be initiated and a wide range of programmatic offerings will be in place. School-within-a-school magnet themes will be available to all grade 9 and 10 students.





BUDGET IMPLICATIONS FOR IMPLEMENTING THE PROPOSED  
STUDENT ASSIGNMENT PLAN

This budget analysis is structured to provide estimated costs of recommended initiatives across a three-year timeline. The costs are primarily due to program expansion (Early Learning Centers, Computer Education) or enhancements to current models of service delivery (Performing Arts High School, O'Hearn SPED Mainstream, Two-Way Bilingual).

Currently, transportation costs are estimated at \$1.1M for FY90, \$1.9M for FY91 and \$1.8M for FY92. The final cost will be determined by the selection of schools by students. The decision to provide transportation to students who are to be grandfathered, both inside and outside of their zones, will have a cost in relationship to the number of students who choose to remain in the current school to which they are eligible for grandfather status.

The staffing of the Zone Offices will be achieved primarily through the reallocation of staff currently located within District and Central Offices. This analysis indicates that a net increase of six administrative and three clerical positions would be required to staff the four Zone Offices.

The School Department is preparing a Magnet Schools Assistance Program (MSAP) proposal to be presented to the U.S. Department of Education for funding in FY90 and FY91. This proposal has the potential for providing up to \$4 million of new funds for each of the next two years to support Magnet School programs. These funds can be used to offset many of the costs of implementing programs within this plan.

The estimated costs included in this budget analysis for the three years are \$3.4M for FY90, \$7.9M for FY91, and \$7.5M for FY92.



	FY1990	FY1991	FY1992
F.T.E.	\$	\$	\$

Funds will be set aside to develop and implement school improvement initiatives.

100,000

See proposal to finance educational programs Appendix F

Expansion of Hernandez to K-8.

Teachers	2	\$	75,358	4	\$	150,716	5	\$	188,395
Paraprofessionals	2		27,988	3		41,982	3		41,982
Guidance Counselor				1		46,761	1		46,761
Administrator (Salary Adjustment)				0		29,969	0		29,969
	<u>4</u>	\$	<u>103,346</u>	<u>8</u>	\$	<u>269,428</u>	<u>9</u>	\$	<u>307,107</u>

Thompson to become a K-8 with a computer emphasis.

Teachers (1-5)	10	\$	408,830	10	\$	408,830
Computer Teachers	2		81,766	2		81,766
Computer Technician	1		34,036	1		34,036
Computer Paraprofessionals	2		27,684	2		27,684
SPED Resource Teachers	2		78,902	2		78,902
KDG Teachers	2		77,078	2		77,078
Equipment and Other Start Up			200,000			0
	<u>19</u>	\$	<u>908,296</u>	<u>19</u>	\$	<u>708,296</u>

Establish Performing Arts High School at the Mackey. Assume 150 students for Gr. 6-8 and 300 for Gr. 9-12.

Teachers	9	\$	363,150	18	\$	726,300	27	\$	1,069,450
SPED	1		39,451	2		79,082	2		79,082
Administrators	1		55,549	1		55,549	2		105,903
Guidance	1		46,144	1		46,144	1		46,144
Department Heads	1		43,457	2		86,914	2		86,914
Clerical	1		22,201	1		22,201	1		22,201
Start Up			50,000			100,000			50,000
	<u>14</u>	\$	<u>619,952</u>	<u>25</u>	\$	<u>1,116,190</u>	<u>35</u>	\$	<u>1,479,694</u>

Closing of Madison Park General Program

Teachers	(2)	\$	(80,700)	(6)	\$	(242,100)	(6)	\$	(242,100)
Administrators	(2)		(96,372)	(4)		(192,744)	(4)		(192,744)
	<u>(4)</u>	\$	<u>(177,072)</u>	<u>(10)</u>	\$	<u>(434,844)</u>	<u>(10)</u>	\$	<u>(434,844)</u>



F.T.E.	FY1990	F.T.E.	FY1991	F.T.E.	FY1992
	\$		\$		\$

6. Discontinue Brighton High Program.

Teachers	(2)	\$ (83,286)	(4)	\$ (166,572)	(4)	\$ (166,572)
Administrators	(2)	(100,150)	(13)	(650,936)	(13)	(650,936)
Librarian			(1)	(43,953)	(1)	(43,953)
Half Coaches				(23,235)		(23,235)
Stipends		(3,340)		(3,340)		(3,340)
Nurse			(1)	(39,592)	(1)	(39,592)
Custodians			(4)	(123,932)	(4)	(123,932)
Utilities/Maintenance				(113,000)		(113,000)
Clerical			(1)	(23,983)	(1)	(23,983)
	<u>(4)</u>	<u>\$ (186,776)</u>	<u>(24)</u>	<u>\$ (1,188,543)</u>	<u>(24)</u>	<u>\$ (1,188,543)</u>

7. Close Barnes and convert Umana to a middle school.

Teachers	(2)	\$ (79,590)	(5)	\$ (198,975)	(5)	\$ (198,975)
Administrators	(2)	(99,328)	(9)	(446,976)	(9)	(446,976)
Librarian			(1)	(44,698)	(1)	(44,698)
Half Coaches				(27,453)		(27,453)
Stipends		(5,494)		(5,494)		(5,494)
Nurse			(1)	(38,782)	(1)	(38,782)
Clerical			(1)	(23,656)	(1)	(23,656)
Custodians			(4)	(118,602)	(4)	(118,602)
Utilities/Maintenance				(99,400)		(99,400)
Instructional Support			1	40,350	1	40,350
	<u>(74)</u>	<u>\$ (184,412)</u>	<u>(20)</u>	<u>\$ (963,686)</u>	<u>(20)</u>	<u>\$ (963,686)</u>

8. Dorchester High School Convert to a K-12 program with an ELC.

Dorchester ELC						
ELC Teachers	6	\$ 234,856	6	\$ 234,856	6	\$ 234,856
SPED Teacher	1	39,451	1	39,451	1	39,451
Paraprofessionals	7	101,045	7	101,045	7	101,045
Parent Coordinator	1	21,036	1	21,036	1	21,036
Bus Monitors		14,400		14,400		14,400
Lunch Monitors		7,736		7,736		7,736
Director	1	53,036	1	53,036	1	53,036
Clerk	1	22,201	1	22,201	1	22,201
Nurse	1	38,736	1	38,736	1	38,736
Start Up Costs		50,000		0		0
Renovations		100,000		0		0
After School Contractor		143,000		143,000		143,000
	<u>18</u>	<u>\$ 825,497</u>	<u>18</u>	<u>\$ 675,497</u>	<u>18</u>	<u>\$ 675,497</u>



F.Y1990  
F.T.E. \$

F.Y1991  
F.T.E. \$

F.Y1992  
F.T.E. \$

Dorchester Gr 2-8.

Teachers  
SPED Resource Teachers  
Administrators  
Clerk  
Start Up and Development  
Dorchester High Admin. Cuts  
Dorchester Teacher Cuts

DORCHESTER TOTALS

18 \$ 825,497

35 \$1,448,233

35 \$1,298,233

9. Latin Academy ELC

ELC Teachers  
SPED Teacher  
Paraprofessionals  
Parent Coordinator  
Bus Monitors  
Lunch Monitors  
Director  
Clerk  
Nurse  
Start Up Costs  
Renovations  
After School Contractor

6 \$ 234,856  
1 39,451  
7 101,045  
1 21,036  
14,400  
7,736  
1 53,036  
1 22,201  
1 38,736  
50,000  
0  
143,000  
18 \$ 725,497

6 \$ 234,856  
1 39,451  
7 101,045  
1 21,036  
14,400  
7,736  
1 53,036  
1 22,201  
1 38,736  
0  
0  
143,000  
18 \$ 675,497

10. Reallocate Mackey and set up K-8

Foreign Language Program at the Edison.

K1 and K2  
EDP  
Gr. 1-5  
Specialists  
Administrator  
Clerk  
Start Up Costs  
SPED Resource Teacher  
Administrators (Edison)

1 \$ 38,539  
1 38,539  
10 403,500  
2 75,480  
1 55,549  
1 22,201  
50,000  
39,451  
1 (3) (162,322)  
14 \$ 560,937

1 \$ 38,539  
1 38,539  
10 403,500  
2 75,480  
1 55,549  
1 22,201  
50,000  
39,451  
1 (3) (162,322)  
14 \$ 560,937





	FY1990	FY1991	FY1992
<u>F.T.E.</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>

11. Convert Burke to Computer Ed. Theme  
(Sufficient staff should exist within current allocation to finance bulk of this request but some additions are needed.)

Teachers (Gr. 8)	4	\$ 161,400	4	\$ 161,400	4	\$ 161,400
Computer Ed. Teachers	2	80,700	2	80,700	2	80,700
Technicians	2	68,072	2	68,072	2	68,072
Start Up Equipment		125,000				
	<u>8</u>	<u>\$ 435,172</u>	<u>8</u>	<u>\$ 310,172</u>	<u>8</u>	<u>\$ 310,172</u>

12. Convert Holmes to K-5.

Kdy. 1 and 2	2	\$ 76,718	2	\$ 76,718	2	\$ 76,718
Gr. 1-5	10	403,500	10	403,500	10	403,500
SPED Resource	2	78,902	2	78,902	2	78,902
Administrator	1	55,549	1	55,549	1	55,549
Clerk	1	22,201	1	22,201	1	22,201
Admin. Savings from Holmes	(2)	(112,828)	(2)	(112,828)	(2)	(112,828)
Start Up Costs		150,000				
	<u>14</u>	<u>\$ 674,042</u>	<u>14</u>	<u>\$ 524,042</u>	<u>14</u>	<u>\$ 524,042</u>

13. Convert O'Hearn to K-5 with SPED Them  
(Given special nature of the proposed program, Gr. 1-8 will be staffed at 20:1 and KDG programs at 15:1. Assume Sub. Sep. classes will be transferred from elsewhere.)

K1 and K2	30	\$ 76,718	2	\$ 76,718	2	\$ 76,718
EDP	15	38,359	1	38,359	1	38,359
Gr. 1-5	120	201,750	5	201,750	5	201,750
SPED Resource	2	78,902	2	78,902	2	78,902
SPED Administrator	1	51,222	1	51,222	1	51,222
Guidance Counselor	1	46,144	1	46,144	1	46,144
Parent Outreach Worker	1	28,240	1	28,240	1	28,240
Clerk	1	22,201	1	22,201	1	22,201
Start Up Costs		100,000				
	<u>14</u>	<u>\$ 643,536</u>	<u>14</u>	<u>\$ 543,536</u>	<u>14</u>	<u>\$ 543,536</u>



14. Reopen Lyndon as a K-5 program.

- K1 and K2
- Gr. 1-5
- SPED Resource
- Administrator
- Clerk
- Custodian
- Utilities/Maintenance
- Start Up Costs

1	\$	38,359	1	\$	38,359
5		201,750	5		201,750
1		39,451	1		39,451
1		55,549	1		55,549
1		22,201	1		22,201
1		30,401	1		30,401
		36,800			36,800
		100,000			100,000
10	\$	524,511	10	\$	524,511

15. Decentralization of Court Street.

(It appears that most of the proposed staffing for the zone offices can be financed by reallocation of Central, but it appears it may prove necessary to add a net of six administrators to the field.)

- Administrators
- Clerks

6	\$	249,564	6	\$	249,564
3		66,603	3		66,603
9	\$	316,167	9	\$	316,167

16. Enhancements for Information Services and revisions to Transportation Routing.

\$ 240,000

17. Special Assistance to East Zone

\$ 100,000

18. Establishment of ELC at Hemenway.

- ELC Teachers
- SPED Teacher
- Paraprofessionals
- Parent Coordinator
- Bus Monitors
- Lunch Monitors
- Director
- Clerk
- Nurse
- Start Up Costs
- Renovations
- Custodians
- Utilities/Maintenance
- After School Contractor

6	\$	234,856	6	\$	234,856
1		39,451	1		39,451
7		101,045	7		101,045
1		21,036	1		21,036
		14,400			14,400
		7,736			7,736
1		53,036	1		53,036
1		22,201	1		22,201
1		38,736	1		38,736
		50,000			0
		0			0
1		30,401	1		30,401
		41,200			41,200
		143,000			143,000
		747,000			747,000



		<u>F.Y.E.</u>	<u>FY1990</u>	<u>F.Y.E.</u>	<u>FY1991</u>	<u>F.Y.E.</u>	<u>FY1992</u>
19. Transportation							
Corner to Corner Transport.			\$ 821,000		\$1,113,941		\$1,133,938
Door to Door Transport.			266,335		765,220		668,031
			<u>\$1,087,335</u>		<u>\$1,879,161</u>		<u>\$1,801,969</u>
20. Contingency Reserves			\$ 146,400		\$ 330,671		\$ 338,371
TOTAL ESTIMATED COSTS	41		\$3,425,609	139	\$7,916,866	150	\$7,548,557



## CONCLUDING REMARKS

I have indicated on numerous occasions, I believe the Boston Public Schools are ready for a change in the manner in which we assign students to our schools. The present process clearly helped to provide a more equitable education for Black and minority students in general, during the mid 1970's and early 1980's. The racial balance in the Boston Public Schools has changed significantly since the present court ordered plan was implemented in September, 1975. Busing just for racial balance purposes should not now be Boston's major goal. Improved education or quality education must become our focus. Any new student assignment plan must help to improve education for all of our students as well as provide for greater parental choice.

This document has described my initial analysis of the new Student Assignment Plan submitted by the consultants to the Mayor and School Committee on December 13, 1988. The overall goal of this analysis was to help create a student assignment plan that provides all of our Boston Public School parents and students with meaningful choice, through a desegregative process which is fair, user friendly, (easy to understand) and stable over time. Each section in this analysis followed the following format: a) Consultants' Plan, b) Issues, and c) Superintendent's Recommendations.

As a result of the initial analysis conducted by my Cabinet members, Community Superintendents, selected other staff, and with input from community leaders, the following issues were addressed in this document:

- o Implications for Implementing the Three Zone Proposal
- o Implications of the Inequity between the East Zone and the West and North Zones
- o Implications of including East Boston as a Part of the Racial Percentages of the North Zone
- o Implications of Excluding the High Schools from the Student Assignment Plan
- o Implications of Implementing the Administrative Structure Outlined in the Proposed Assignment Plan
- o Superintendent's Recommendations Concerning Staffing and Responsibilities of Zones' School Improvement and Planning Councils
- o Implications for Implementing the School Selection and Assignment Procedures Proposed under the Student Assignment Plan
- o Implications for Implementing the Plan's Accommodation of Choice





- o Superintendent's Recommendation Concerning the Utilization of Boston Facilities
- o Budget Implications for Implementing the Proposed Student Assignment Plan

Major Recommendations of the Superintendent As a Result of an Analysis of the Consultants' Plan.

- o Supports the concept of a three zone model, with each zone having programmatic as well as instructional options.
- o Recommends two options which keep the Mattapan Community together. Option 1 is recommended.
- o Modifies the boundary lines of the East and West Zones to provide program equity.
- o Decentralizes the student assignment process in an effort to enhance parental choice, and provide quicker decisions on registration, assignments, transfer requests, waiting lists, and appeals.
- o Creates a single citywide high school zone with school within a school magnet thematic offerings.
- o Promotes equity by allowing the East and West K-8 zones to use + or - 10% to determine school assignments. In the North zone, however, + or - 5% is recommended.
- o Provides for the grandfathering of students.
- o Increases the range of school options for parents.
- o Establishes by September 1990 additional ELC's.
- o Changes the timetable for student assignments so that parents receive their assignments by early spring.
- o Phases in these innovations over a period of two years.
- o Implements K1 and K2 assignment for September of 1989.
- o Improves the utilization of school facilities by converting two high schools to middle schools, converting one middle school to an elementary school and converting two middle schools to K-8 schools. Also utilize space differently in several other schools to accommodate the program needs of the school system.
- o Commits to an assessment of the quality of the instructional program and personnel in each school. Leadership changes to be made as determined to be appropriate.



- o Provides a financial plan for funding school repairs and instructional improvements.

This analysis has proposed modifications in the consultants' plan which I feel will result in greater parental choice, expanded informational opportunities for both parents and students, and guarantees at least as much racial balance as presently exists. These are significant changes and I am convinced that they will enhance the overall plan.



APPENDIX A:

Statistical Comparisons of Student  
Achievement Characteristics between  
Umana School of Science and Technology  
and Boston Technical High School Students



# BOSTON PUBLIC SCHOOLS

DIVISION OF PLANNING AND RESOURCE ALLOCATION

## MEMORANDUM

**TO:** Peter Rowe, Deputy Superintendent/Planning and Business Affairs

**FROM:** Maryellen Donahue, Director *M. Donahue*

**DATE:** January 20, 1989

**SUBJECT:** Comparison of Boston Tech and Umana Schools on MET Test Scores

---

Per the Superintendent's request, attached please find two charts that summarize the comparison of Boston Tech and Umana Schools with respect to Reading and Mathematics test scores from 1983 through 1988.

The two charts are:

1. Reading and Mathematics Tests - SUMMARY

This chart presents the average scaled scores (averaged across grades and also averaged across three years).

2. Reading and Mathematics

This chart presents the Reading and Mathematics test scores for both schools by grade by year. Percentiles and their corresponding scaled scores are given.

The SUMMARY chart shows that for the MAT6 test (administered 1986-1988), the two schools are fairly similar in results in reading with Umana coming out slightly on top. In mathematics, Tech shows higher performance. For the MAT5 edition (administered up through 1985) Tech shows higher performance in both reading and mathematics.

Considering trends over time, for reading from 1983 to 1985 the gap between Tech and Umana closes with Umana outperforming Tech in 1985. In 1986 Tech outperforms





Umana slightly and then Umana outperforms Tech increasingly more in 1988. With mathematics, from 1983 to 1985 Tech outperforms Umana by a considerable margin but the margin decreases each year. However, in 1986 Tech outperforms Umana, in 1987 they are almost identical in performance, and in 1988 Tech again outperforms Umana.

In summary, with respect to reading the Umana has steadily shown improvement in performance each year and is now outperforming Tech. Tech has not shown consistent improvement each year but seems to be remaining at about the same level of performance. With respect to mathematics, results are mixed with no consistent pattern of improvement with either school; however, the overall performance for Tech is higher than for Umana.

XC: Jon E. Mickelson, Testing Specialist



COMPARISON OF BOSTON TECH AND UMANA HIGH SCHOOLS  
AVERAGE SCALED SCORES BY GRADE\*  
METROPOLITAN ACHIEVEMENT TEST  
Reading and Mathematics Tests

Summary Chart

Year/Grade	Reading		Mathematics	
	Tech	Umana	Tech	Umana
	SS	SS	SS	SS
1988 mean across grades 9-12	690.25	701.25	696.75	682.75
1987 mean across grades 9-12	684.25	687.50	685	686
1986 mean across grades 9-12	692.50	686.75	690	664
3 Year Mean 1986/1988	689	691.83	690.58	677.58

Change from MAT5 to MAT6

1985 mean across grades 9-12	817	828	824.33	791
1984 mean across grades 9-12	818.33	810	812	770.67
1983 mean across grades 9-12	818.33	791.67	812.33	768.33
3 Year Mean 1983/1985	817.89	809.89	816.22	776.67

Box indicates the higher of the two numbers.  
\* Scaled scores are used for calculating averages.

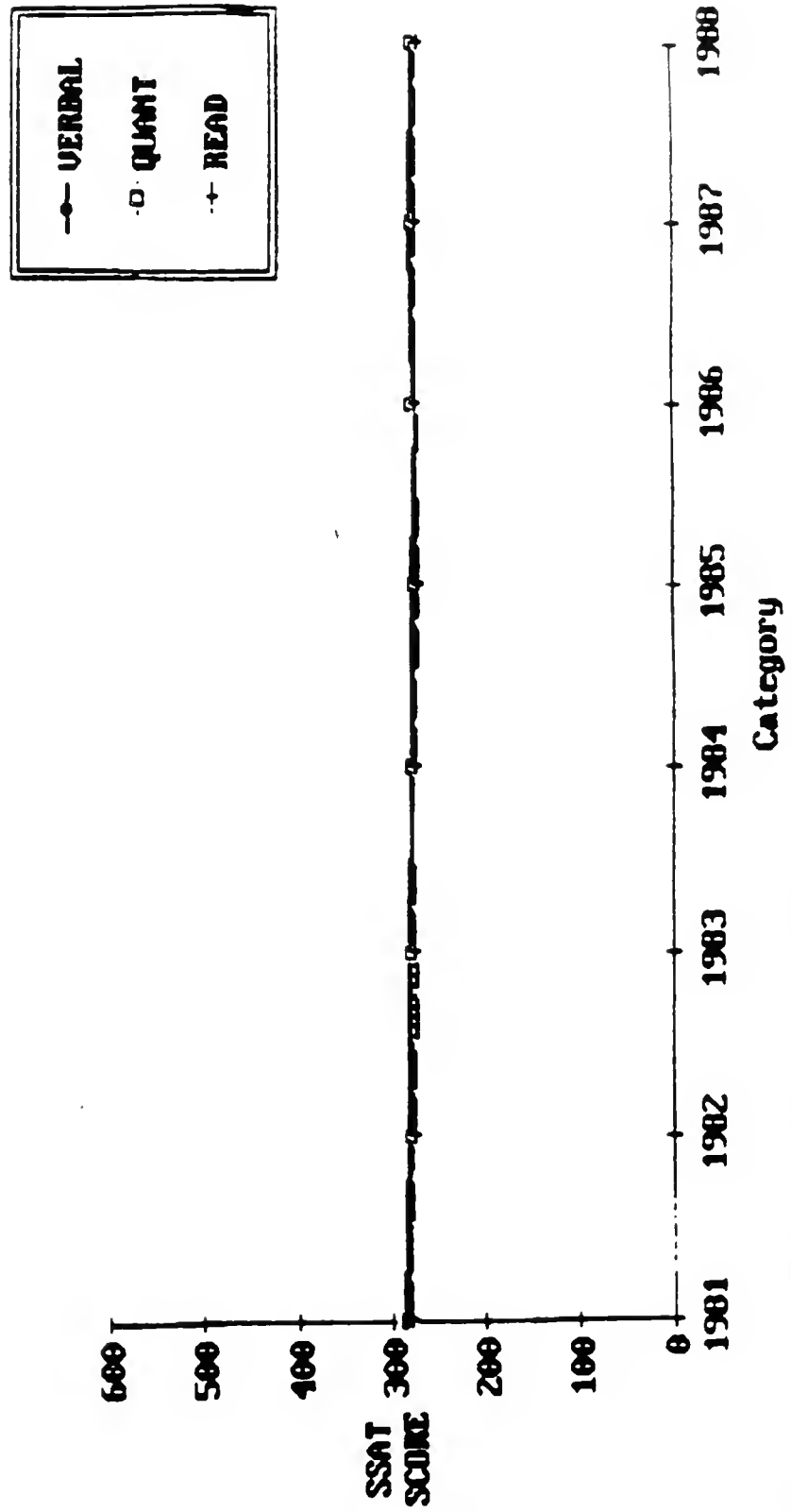


**COMPARISON OF BOSTON TECH AND UMANA HIGH SCHOOLS  
MEDIAN PERCENTILES AND SCALED SCORES BY GRADE  
METROPOLITAN ACHIEVEMENT TEST  
Reading and Mathematics Tests**

Year/Grade	Boston Tech				Umana			
	Read		Math		Read		Math	
	PR	SS	PR	SS	PR	SS	PR	SS
<b>1988</b>								
9	51	684	62	681	57	691	49	667
10	54	691	66	696	65	704	50	678
11	43	689	62	702	51	699	34	669
12	43	697	58	704	55	711	68	717
mean:		690.25		696.75		701.25		682.75
<b>1987</b>								
9	35	664	38	656	54	687	55	674
10	47	683	56	685	47	683	43	671
11	40	686	53	691	38	683	56	695
12	49	704	61	708	43	697	58	704
mean:		684.25		688		687.50		686
<b>1986</b>								
9	57	691	57	676	44	675	32	650
10	47	683	59	688	49	685	37	665
11	49	696	50	688	38	683	32	666
12	46	700	61	708	49	704	35	675
mean:		692.50		690		686.75		664
.....								
<b>3 Year Mean</b>		689		<b>690.98</b>		<b>691.83</b>		677.58
----- Change from MAT5 to MAT6 -----								
<b>1985</b>								
9	54	801	70	817	58	810	54	785
10	54	823	62	819	62	839	44	779
11	48	827	68	837	52	835	54	809
12	--	--	--	--	--	--	--	--
mean:		817		824.33		828		791
<b>1984</b>								
9	52	797	64	804	48	788	34	746
10	50	815	56	804	46	807	40	772
11	56	843	64	828	52	835	46	794
12	--	--	--	--	--	--	--	--
mean:		818.33		812		810		770.67
<b>1983</b>								
9	52	797	60	796	42	776	34	746
10	50	815	56	804	36	787	36	765
11	56	843	68	837	40	812	46	794
12	--	--	--	--	--	--	--	--
mean:		818.33		812.33		791.67		768.33
.....								
<b>3 Year Mean:</b>		<b>817.89</b>		<b>816.22</b>		<b>809.89</b>		<b>776.67</b>



# Mean SSAT Scores for Boston Tech Invitees 1981 - 1988

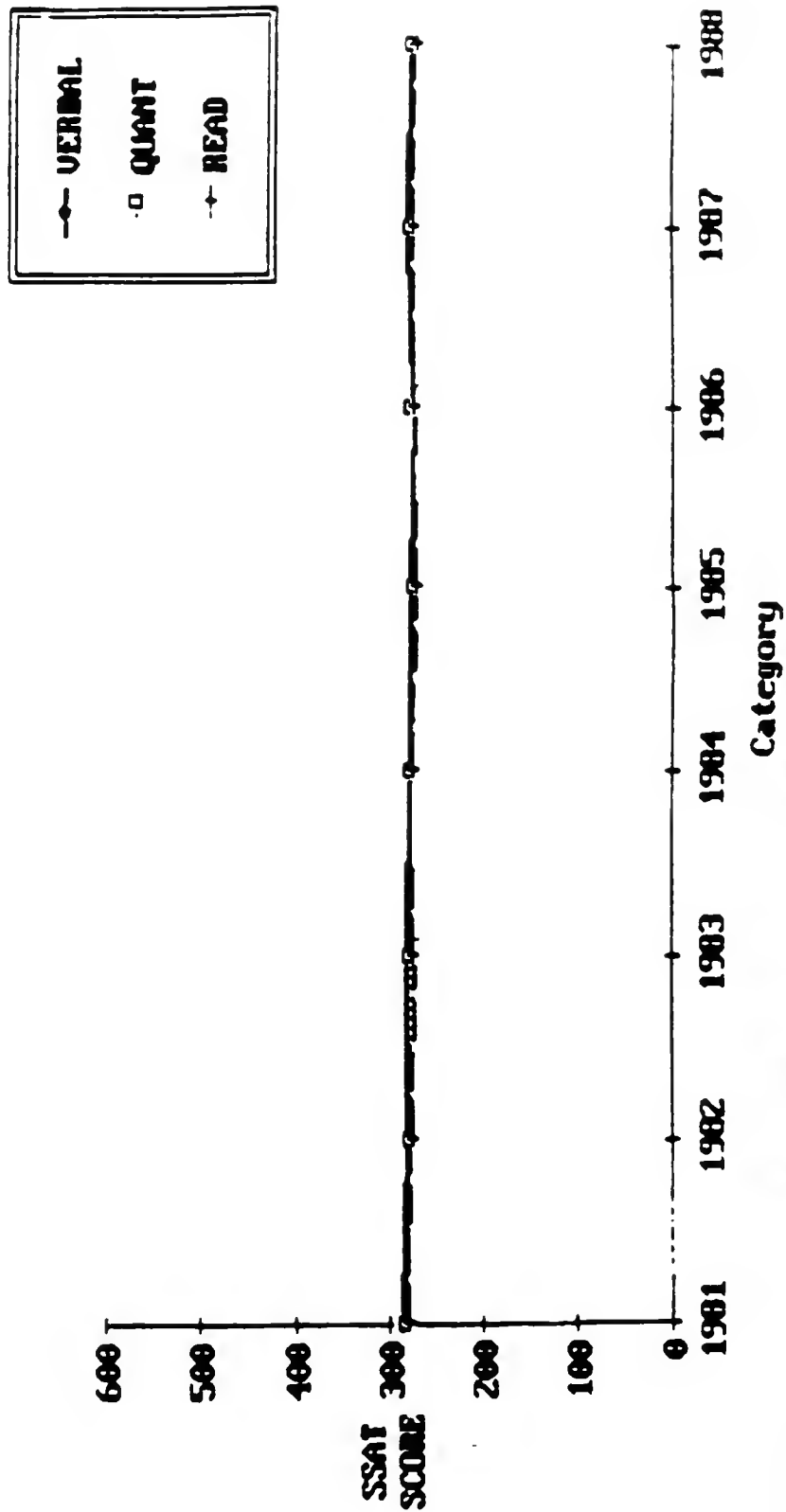


Source: Office of Research and Development  
Department of Educational Testing





# **Mean SSAT Scores for Boston Tech Invitees 1981 - 1988**



Source: Office of Research and Development  
Department of Educational Testing



OFFICE OF RESEARCH AND DEVELOPMENT  
DEPARTMENT OF EDUCATIONAL TESTING

MEAN SSAT SCORES FOR BOSTON TECH INVITEES  
1979 - 1988

Year	Verbal	Quantitative	Reading
1981	286	281	279
1982	281	278	275
1983	281	276	274
1984	279	278	275
1985	279	275	272
1986	276	276	274
1987	281	276	273
1988	279	276	273



**APPENDIX B:**

**Student Assignment Simulations**



# Student Assignment Simulations - Racial Percentages

## Racial Percentage of All White K - 5 Students

Zone	Published Plan	Base Plan	Option 1	Option 2
East	24.9%	23.3%	23.7%	19.9%
West	27.1%	25.3%	23.9%	29.1%
North	24.9%	24.2%	25.3%	25.3%
North*		15.3%	16.1%	16.1%
E Boston		62.3%	62.3%	62.3%

## Racial Percentage of All White 6 - 8 Students

Zone	Published Plan	Base Plan	Option 1	Option 2
East	22.5%	22.0%	21.5%	18.5%
West	23.2%	22.7%	22.5%	26.6%
North	23.0%	22.0%	23.0%	23.0%
North*		13.5%	14.1%	14.1%
E Boston		63.5%	63.5%	63.5%

## Racial Percentage of All White K - 8 Students

Zone	Published Plan	Base Plan	Option 1	Option 2
East	24.2%	22.9%	23.1%	19.5%
West	26.0%	24.6%	23.5%	28.4%
North	24.4%	23.6%	24.7%	24.7%
North*		14.8%	15.5%	15.5%
E Boston		62.6%	62.6%	62.6%
Overall:	24.9%	23.7%	23.7%	23.7%

### Explanations:

1. The analyses are based on the 01/5/89 student tape, except that the Published Plan analysis is based on the published data contained in the two consultants' proposed Student Assignment Plan.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones for the Published Plan and the Base Plan are those proposed by the two consultants.
4. In the First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. In the Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park.
5. For both Options, the Hennigan School and the Bromley-Heath community will be part of the West Zone.





## Student Assignment Simulations - Population Distributions

### Student Population Distributions

Plan	East	West	North	Total	East%	West%	North%
<i>Published Plan</i>	13652	14547	14234	42433	32.2%	34.3%	33.5%
<i>Base Plan</i>	13393	13829	13902	41124	32.6%	33.6%	33.8%
<i>First Option</i>	16834	11102	13188	41124	40.9%	27.0%	32.1%
<i>Second Option</i>	16128	11808	13188	41124	39.2%	28.7%	32.1%

### Explanations:

1. The analyses are based on the 01/5/89 student tape, except that the Published Plan analysis is based on the published data contained in the two consultants' proposed Student Assignment Plan.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones for the Published Plan and the Base Plan are those proposed by the two consultants.
4. In the First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. In the Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park.
5. For both Options, the Hennigan School and the Bromley-Heath community will be part of the West Zone.

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Student Assignment Simulations - Published Plan by Alves and Willie  
SUMMARY

Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6696	2916	1222	61.8%	26.9%	11.3%	10834	13237	81.9%
West	37	6549	3290	1719	56.7%	28.5%	14.9%	11558	14933	77.4%
North	38	3704	2914	3292	37.4%	29.4%	33.2%	9910	14189	69.8%

Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	501	24	1085	31.1%	1.5%	67.4%	1610	1975	81.5%
West	225	146	1344	13.1%	8.5%	78.4%	1715	1850	92.7%
North	341	142	2676	10.8%	4.5%	84.7%	3159	3600	87.8%

Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	757	361	90	62.7%	29.9%	7.5%	1208	1392	86.8%
West	773	349	152	60.7%	27.4%	11.9%	1274	1512	84.3%
North	528	412	225	45.3%	35.4%	19.3%	1165	1460	79.8%

Grades K to 8 All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	7954	3301	2397	58.3%	24.2%	17.6%	13652	16604	82.2%
West	37	7547	3785	3215	51.9%	26.0%	22.1%	14547	18295	79.5%
North	38	4573	3468	6193	32.1%	24.4%	43.5%	14234	19249	74.0%
Total:	102	20074	10554	11805	47.3%	24.9%	27.8%	42433	54148	78.4%

**Explanations:**

*The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS statistical package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency. The bilingual figures include the bilingual resource room students.*



# Student Assignment Simulations - Published Plan by Alves and Willie

## Grades K to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	5579	2409	1704	57.6%	24.9%	17.6%	9692	11521	84.1%
West	29	5342	2837	2286	51.1%	27.1%	21.8%	10465	13064	80.1%
North	29	3247	2530	4379	32.0%	24.9%	43.1%	10156	14652	69.3%
Total:	78	14168	7776	8369	46.7%	25.7%	27.6%	30313	39237	77.3%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	2375	892	693	60.0%	22.5%	17.5%	3960	5083	77.9%
West	8	2205	948	929	54.0%	23.2%	22.8%	4082	5231	78.0%
North	9	1326	938	1814	32.5%	23.0%	44.5%	4078	4597	88.7%
Total:	24	5906	2778	3436	48.7%	22.9%	28.4%	12120	14911	81.3%

## Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	7954	3301	2397	58.3%	24.2%	17.6%	13652	16604	82.2%
West	37	7547	3785	3215	51.9%	26.0%	22.1%	14547	18295	79.5%
North	38	4573	3468	6193	32.1%	24.4%	43.5%	14234	19249	74.0%
Total:	102	20074	10554	11805	47.3%	24.9%	27.8%	42433	54148	78.4%

### Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS statistical package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The boundaries of the three zones are those proposed by the two consultants.

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# Student Assignment Simulations - Base Plan by Alves and Willie

## Grades K to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	5518	2220	1795	57.9%	23.3%	18.8%	9533	11521	82.7%
West	29	5072	2489	2265	51.6%	25.3%	23.1%	9826	13064	75.2%
North	29	3262	2408	4285	32.8%	24.2%	43.0%	9955	14652	67.9%
North*	21	3170	1237	3669	39.3%	15.3%	45.4%	8076	11673	69.2%
E Boston	8	92	1171	616	4.9%	62.3%	32.8%	1879	2979	63.1%
Total:	78	13852	7117	8345	47.3%	24.3%	28.5%	29314	39237	74.7%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	2284	848	728	59.2%	22.0%	18.9%	3860	5083	75.9%
West	8	2130	910	963	53.2%	22.7%	24.1%	4003	5231	76.5%
North	9	1307	870	1770	33.1%	22.0%	44.8%	3947	4597	85.9%
North*	6	1283	441	1547	39.2%	13.5%	47.3%	3271	3170	103.2%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

## Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	7802	3068	2523	58.3%	22.9%	18.8%	13393	16604	80.7%
West	37	7202	3399	3228	52.1%	24.6%	23.3%	13829	18295	75.6%
North	38	4569	3278	6055	32.9%	23.6%	43.6%	13902	19249	72.2%
North*	27	4453	1678	5216	39.2%	14.8%	46.0%	11347	14843	76.5%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.





# Student Assignment Simulations - Base Plan by Alves and Willie

## Grades 1 to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	4284	1379	1369	60.9%	19.6%	19.5%	7032	9021	78.0%
West	29	3953	1428	1727	55.6%	20.1%	24.3%	7108	9714	73.2%
North	29	2518	1625	3237	34.1%	22.0%	43.9%	7380	11552	63.9%
North*	21	2461	811	2785	40.6%	13.4%	46.0%	6057	9273	65.3%
E Boston	8	57	814	452	4.3%	61.5%	34.2%	1323	2279	58.1%
Total:	78	10755	4432	6333	50.0%	20.6%	29.4%	21520	30287	71.1%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	2284	848	728	59.2%	22.0%	18.9%	3860	5083	75.9%
West	8	2130	910	963	53.2%	22.7%	24.1%	4003	5231	76.5%
North	9	1307	870	1770	33.1%	22.0%	44.8%	3947	4597	85.9%
North*	6	1283	441	1547	39.2%	13.5%	47.3%	3271	3170	103.2%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

## Grades 1 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6568	2227	2097	60.3%	20.5%	19.3%	10892	14104	77.2%
West	37	6083	2338	2690	54.8%	21.0%	24.2%	11111	14945	74.4%
North	38	3825	2495	5007	33.8%	22.0%	44.2%	11327	16149	70.1%
North*	27	3744	1252	4332	40.1%	13.4%	46.4%	9328	12443	75.0%
E Boston	11	81	1243	675	4.1%	62.2%	33.8%	1999	3706	53.9%
Total:	102	16476	7060	9794	49.4%	21.2%	29.4%	33330	45198	73.7%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.



# Student Assignment Simulations - Base Plan by Alves and Willie

## Grades K to 5 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	4658	2016	840	62.0%	26.8%	11.2%	7514	9172	81.9%
West	29	4424	2208	1168	56.7%	28.3%	15.0%	7800	11273	69.2%
North	29	2671	2077	2020	39.5%	30.7%	29.9%	6768	10906	62.1%
North*	21	2586	1076	1672	48.5%	20.2%	31.4%	5334	8446	63.2%
E Boston	8	85	1001	348	5.9%	69.8%	24.3%	1434	2460	58.3%
Total:	78	11753	6301	4028	53.2%	28.5%	18.2%	22082	31351	70.4%

## Grades 6 to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	1899	749	461	61.1%	24.1%	14.8%	3109	4065	76.5%
West	8	1862	794	600	57.2%	24.4%	18.4%	3256	3660	89.0%
North	9	1051	754	1168	35.4%	25.4%	39.3%	2973	3283	90.6%
North*	6	1029	390	1024	42.1%	16.0%	41.9%	2443	2340	104.4%
E Boston	3	22	364	144	4.2%	68.7%	27.2%	530	943	56.2%
Total:	24	4812	2297	2229	51.5%	24.6%	23.9%	9338	11008	84.8%

## Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6557	2765	1301	61.7%	26.0%	12.3%	10623	13237	80.3%
West	37	6286	3002	1768	56.9%	27.2%	16.0%	11056	14933	74.0%
North	38	3722	2831	3188	38.2%	29.1%	32.7%	9741	14189	68.7%
North*	27	3615	1466	2696	46.5%	18.9%	34.7%	7777	10786	72.1%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%
Total:	102	16565	8598	6257	52.7%	27.4%	19.9%	31420	42359	74.2%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The regular student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.



# Student Assignment Simulations - Base Plan by Alves and Willie

## Grades K to 5 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	384	11	842	31.0%	0.9%	68.1%	1237	1425	86.8%
West	176	98	964	14.2%	7.9%	77.9%	1238	975	127.0%
North	263	94	2016	11.1%	4.0%	85.0%	2373	2550	93.1%
North*	262	28	1767	12.7%	1.4%	85.9%	2057	2175	94.6%
E Boston	1	66	249	0.3%	20.9%	78.8%	316	375	84.3%
Total:	823	203	3822	17.0%	4.2%	78.8%	4848	4950	97.9%

## Grades 6 to 8 Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	149	6	205	41.4%	1.7%	56.9%	360	550	65.5%
West	67	37	283	17.3%	9.6%	73.1%	387	875	44.2%
North	101	40	491	16.0%	6.3%	77.7%	632	1050	60.2%
North*	100	13	418	18.8%	2.5%	78.7%	531	650	81.7%
E Boston	1	27	73	1.0%	26.7%	72.3%	101	400	25.3%
Total:	317	83	979	23.0%	6.0%	71.0%	1379	2475	55.7%

## Grades K to 8 Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	533	17	1047	33.4%	1.1%	65.6%	1597	1975	80.9%
West	243	135	1247	15.0%	8.3%	76.7%	1625	1850	87.8%
North	364	134	2507	12.1%	4.5%	83.4%	3005	3600	83.5%
North*	362	41	2185	14.0%	1.6%	84.4%	2588	2825	91.6%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%
Total:	1140	286	4801	18.3%	4.6%	77.1%	6227	7425	83.9%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The bilingual student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.



# Student Assignment Simulations - Base Plan by Alves and Willie

## Grades K to 5 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	476	193	113	60.9%	24.7%	14.5%	782	924	84.6%
West	472	183	133	59.9%	23.2%	16.9%	788	816	96.6%
North	328	237	249	40.3%	29.1%	30.6%	814	1196	68.1%
North*	322	133	230	47.0%	19.4%	33.6%	685	1052	65.1%
E Boston	6	104	19	4.7%	80.6%	14.7%	129	144	89.6%
Total:	1276	613	495	53.5%	25.7%	20.8%	2384	2936	81.2%

## Grades 6 to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	236	93	62	60.4%	23.8%	15.9%	391	468	83.6%
West	201	79	80	55.8%	21.9%	22.2%	360	696	51.7%
North	155	76	111	45.3%	22.2%	32.5%	342	264	129.6%
North*	154	38	105	51.9%	12.8%	35.4%	297	180	165.0%
E Boston	1	38	6	2.2%	84.4%	13.3%	45	84	53.6%
Total:	592	248	253	54.2%	22.7%	23.2%	1093	1428	76.5%

## Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	712	286	175	60.7%	24.4%	14.9%	1173	1392	84.3%
West	673	262	213	58.6%	22.8%	18.6%	1148	1512	75.9%
North	483	313	360	41.8%	27.1%	31.1%	1156	1460	79.2%
North*	476	171	335	48.5%	17.4%	34.1%	982	1232	79.7%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%
Total:	1868	861	748	53.7%	24.8%	21.5%	3477	4364	79.7%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The special education .4 population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.





Student Assignment Simulations - First Option  
SUMMARY

Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	34	8693	3518	1471	63.5%	25.7%	10.8%	13682	16522	82.8%
West	31	4451	2272	1736	52.6%	26.9%	20.5%	8459	12154	69.6%
North	37	3421	2808	3050	36.9%	30.3%	32.9%	9279	13683	67.8%
North*	26	3314	1443	2558	45.3%	19.7%	35.0%	7315	10280	71.2%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%

Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	681	22	1079	38.2%	1.2%	60.6%	1782	2300	77.5%
West	95	130	1368	6.0%	8.2%	85.9%	1593	1750	91.0%
North	364	134	2354	12.8%	4.7%	82.5%	2852	3375	84.5%
North*	362	41	2032	14.9%	1.7%	83.5%	2435	2600	93.7%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%

Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	843	347	180	61.5%	25.3%	13.1%	1370	1752	78.2%
West	601	205	244	57.2%	19.5%	23.2%	1050	1236	85.0%
North	424	309	324	40.1%	29.2%	30.7%	1057	1376	76.8%
North*	417	167	299	47.2%	18.9%	33.9%	883	1148	76.9%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%

Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	34	10217	3887	2730	60.7%	23.1%	16.2%	16834	20574	81.8%
West	31	5147	2607	3348	46.4%	23.5%	30.2%	11102	15140	73.3%
North	37	4209	3251	5728	31.9%	24.7%	43.4%	13188	18434	71.5%
North*	26	4093	1651	4889	38.5%	15.5%	46.0%	10633	14028	75.8%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

Explanations:

*In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School, and the Bromley-Heath community are part of the West Zone.*



# Student Assignment Simulations - First Option

## Grades K to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	26	7187	2840	1947	60.0%	23.7%	16.3%	11974	14932	80.2%
West	24	3662	1891	2359	46.3%	23.9%	29.8%	7912	10468	75.6%
North	28	3003	2386	4039	31.9%	25.3%	42.8%	9428	13837	68.1%
North*	20	2911	1215	3423	38.6%	16.1%	45.3%	7549	10858	69.5%
E Boston	8	92	1171	616	4.9%	62.3%	32.8%	1879	2979	63.1%
Total:	78	13852	7117	8345	47.3%	24.3%	28.5%	29314	39237	74.7%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	8	3030	1047	783	62.4%	21.5%	16.1%	4860	5642	86.1%
West	7	1485	716	989	46.6%	22.5%	31.0%	3190	4672	68.3%
North	9	1206	865	1689	32.1%	23.0%	44.9%	3760	4597	81.8%
North*	6	1182	436	1466	38.3%	14.1%	47.5%	3084	3170	97.3%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

## Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	34	10217	3887	2730	60.7%	23.1%	16.2%	16834	20574	81.8%
West	31	5147	2607	3348	46.4%	23.5%	30.2%	11102	15140	73.3%
North	37	4209	3251	5728	31.9%	24.7%	43.4%	13188	18434	71.5%
North*	26	4093	1651	4889	38.5%	15.5%	46.0%	10633	14028	75.8%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

## Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



# Student Assignment Simulations - First Option

## Grades 1 to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	26	5554	1741	1474	63.3%	19.9%	16.8%	8769	11507	76.2%
West	24	2890	1080	1806	50.0%	18.7%	31.3%	5776	7993	72.3%
North	28	2311	1611	3053	33.1%	23.1%	43.8%	6975	10787	64.7%
North*	20	2254	797	2601	39.9%	14.1%	46.0%	5652	8508	66.4%
E Boston	8	57	814	452	4.3%	61.5%	34.2%	1323	2279	58.1%
Total:	78	10755	4432	6333	50.0%	20.6%	29.4%	21520	30287	71.1%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	8	3030	1047	783	62.4%	21.5%	16.1%	4860	5642	86.1%
West	7	1485	716	989	46.6%	22.5%	31.0%	3190	4672	68.3%
North	9	1206	865	1689	32.1%	23.0%	44.9%	3760	4597	81.8%
North*	6	1182	436	1466	38.3%	14.1%	47.5%	3084	3170	97.3%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

## Grades 1 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	34	8584	2788	2257	63.0%	20.5%	16.6%	13629	17149	79.5%
West	31	4375	1796	2795	48.8%	20.0%	31.2%	8966	12665	70.8%
North	37	3517	2476	4742	32.8%	23.1%	44.2%	10735	15384	69.8%
North*	26	3436	1233	4067	39.3%	14.1%	46.6%	8736	11678	74.8%
E Boston	11	81	1243	675	4.1%	62.2%	33.8%	1999	3706	53.9%
Total:	102	16476	7060	9794	49.4%	21.2%	29.4%	33330	45198	73.7%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



# Student Assignment Simulations - First Option

## Grades K to 5 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	26	6131	2590	950	63.4%	26.8%	9.8%	9671	12057	80.2%
West	24	3171	1652	1150	53.1%	27.7%	19.3%	5973	8894	67.2%
North	28	2451	2059	1928	38.1%	32.0%	30.0%	6438	10400	61.9%
North*	20	2366	1058	1580	47.3%	21.1%	31.6%	5004	7940	63.0%
E Boston	8	85	1001	348	5.9%	69.8%	24.3%	1434	2460	58.3%
Total:	78	11753	6301	4028	53.2%	28.5%	18.2%	22082	31351	70.4%

## Grades 6 to 8 - Regular Students (including the Latin Schools)

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	8	2562	928	521	63.9%	23.1%	13.0%	4011	4465	89.8%
West	7	1280	620	586	51.5%	24.9%	23.6%	2486	3260	76.3%
North	9	970	749	1122	34.1%	26.4%	39.5%	2841	3283	86.5%
North*	6	948	385	978	41.0%	16.7%	42.3%	2311	2340	98.8%
E Boston	3	22	364	144	4.2%	68.7%	27.2%	530	943	56.2%
Total:	24	4812	2297	2229	51.5%	24.6%	23.9%	9338	11008	84.8%

## Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	34	8693	3518	1471	63.5%	25.7%	10.8%	13682	16522	82.8%
West	31	4451	2272	1736	52.6%	26.9%	20.5%	8459	12154	69.6%
North	37	3421	2808	3050	36.9%	30.3%	32.9%	9279	13683	67.8%
North*	26	3314	1443	2558	45.3%	19.7%	35.0%	7315	10280	71.2%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%
Total:	102	16565	8598	6257	52.7%	27.4%	19.9%	31420	42359	74.2%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The regular student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School and the Bromley-Heath community will be part of the West Zone.

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# Student Assignment Simulations - First Option

## Grades K to 5 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	489	14	877	35.4%	1.0%	63.6%	1380	1675	82.4%
West	71	95	1056	5.8%	7.8%	86.4%	1222	950	128.6%
North	263	94	1889	11.7%	4.2%	84.1%	2246	2325	96.6%
North*	262	28	1640	13.6%	1.5%	85.0%	1930	1950	99.0%
E Boston	1	66	249	0.3%	20.9%	78.8%	316	375	84.3%
Total:	823	203	3822	17.0%	4.2%	78.8%	4848	4950	97.9%

## Grades 6 to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	192	8	202	47.8%	2.0%	50.3%	402	625	64.3%
West	24	35	312	6.5%	9.4%	84.1%	371	800	46.4%
North	101	40	465	16.7%	6.6%	76.7%	606	1050	57.7%
North*	100	13	392	19.8%	2.6%	77.6%	505	650	77.7%
E Boston	1	27	73	1.0%	26.7%	72.3%	101	400	25.3%
Total:	317	83	979	23.0%	6.0%	71.0%	1379	2475	55.7%

## Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	681	22	1079	38.2%	1.2%	60.6%	1782	2300	77.5%
West	95	130	1368	6.0%	8.2%	85.9%	1593	1750	91.0%
North	364	134	2354	12.8%	4.7%	82.5%	2852	3375	84.5%
North*	362	41	2032	14.9%	1.7%	83.5%	2435	2600	93.7%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%
Total:	1140	286	4801	18.3%	4.6%	77.1%	6227	7425	83.9%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The bilingual student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



# Student Assignment Simulations - First Option

## Grades K to 5 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	567	236	120	61.4%	25.6%	13.0%	923	1200	76.9%
West	420	144	153	58.6%	20.1%	21.3%	717	624	114.9%
North	289	233	222	38.8%	31.3%	29.8%	744	1112	66.9%
North*	283	129	203	46.0%	21.0%	33.0%	615	968	63.5%
E Boston	6	104	19	4.7%	80.6%	14.7%	129	144	89.6%
Total:	1276	613	495	53.5%	25.7%	20.8%	2384	2936	81.2%

## Grades 6 to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	276	111	60	61.7%	24.8%	13.4%	447	552	81.0%
West	181	61	91	54.4%	18.3%	27.3%	333	612	54.4%
North	135	76	102	43.1%	24.3%	32.6%	313	264	118.6%
North*	134	38	96	50.0%	14.2%	35.8%	268	180	148.9%
E Boston	1	38	6	2.2%	84.4%	13.3%	45	84	53.6%
Total:	592	248	253	54.2%	22.7%	23.2%	1093	1428	76.5%

## Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	843	347	180	61.5%	25.3%	13.1%	1370	1752	78.2%
West	601	205	244	57.2%	19.5%	23.2%	1050	1236	85.0%
North	424	309	324	40.1%	29.2%	30.7%	1057	1376	76.8%
North*	417	167	299	47.2%	18.9%	33.9%	883	1148	76.9%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%
Total:	1868	861	748	53.7%	24.8%	21.5%	3477	4364	79.7%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The special education .4 population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this First Option, the elongated East Zone incorporates all of South Boston to the north, through Dorchester, Mattapan and all of Hyde Park in the south. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



Student Assignment Simulations - Second Option  
SUMMARY

Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	30	8755	2823	1420	67.4%	21.7%	10.9%	12998	14627	88.9%
West	35	4389	2967	1787	48.0%	32.5%	19.5%	9143	14049	65.1%
North	37	3421	2808	3050	36.9%	30.3%	32.9%	9279	13683	67.8%
North*	26	3314	1443	2558	45.3%	19.7%	35.0%	7315	10280	71.2%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%

Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	661	20	1100	37.1%	1.1%	61.8%	1781	2300	77.4%
West	115	132	1347	7.2%	8.3%	84.5%	1594	1750	91.1%
North	364	134	2354	12.8%	4.7%	82.5%	2852	3375	84.5%
North*	362	41	2032	14.9%	1.7%	83.5%	2435	2600	93.7%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%

Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	872	295	182	64.6%	21.9%	13.5%	1349	1632	82.7%
West	572	257	242	53.4%	24.0%	22.6%	1071	1356	79.0%
North	424	309	324	40.1%	29.2%	30.7%	1057	1376	76.8%
North*	417	167	299	47.2%	18.9%	33.9%	883	1148	76.9%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%

Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	30	10288	3138	2702	63.8%	19.5%	16.8%	16128	18559	86.9%
West	35	5076	3356	3376	43.0%	28.4%	28.6%	11808	17155	68.8%
North	37	4209	3251	5728	31.9%	24.7%	43.4%	13188	18434	71.5%
North*	26	4093	1651	4889	38.5%	15.5%	46.0%	10633	14028	75.8%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

Explanations:

*In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community are part of the West Zone.*



# Student Assignment Simulations - Second Option

## Grades K to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	23	7251	2275	1931	63.3%	19.9%	16.9%	11457	13493	84.9%
West	27	3598	2456	2375	42.7%	29.1%	28.2%	8429	11907	70.8%
North	28	3003	2386	4039	31.9%	25.3%	42.8%	9428	13837	68.1%
North*	20	2911	1215	3423	38.6%	16.1%	45.3%	7549	10858	69.5%
E Boston	8	92	1171	616	4.9%	62.3%	32.8%	1879	2979	63.1%
Total:	78	13852	7117	8345	47.3%	24.3%	28.5%	29314	39237	74.7%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	3037	863	771	65.0%	18.5%	16.5%	4671	5066	92.2%
West	8	1478	900	1001	43.7%	26.6%	29.6%	3379	5248	64.4%
North	9	1206	865	1689	32.1%	23.0%	44.9%	3760	4597	81.8%
North*	6	1182	436	1466	38.3%	14.1%	47.5%	3084	3170	97.3%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

## Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	30	10288	3138	2702	63.8%	19.5%	16.8%	16128	18559	86.9%
West	35	5076	3356	3376	43.0%	28.4%	28.6%	11808	17155	68.8%
North	37	4209	3251	5728	31.9%	24.7%	43.4%	13188	18434	71.5%
North*	26	4093	1651	4889	38.5%	15.5%	46.0%	10633	14028	75.8%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community will be part of the West Zone.





## Student Assignment Simulations - Second Option

### Grades 1 to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	23	5610	1415	1469	66.1%	16.7%	17.3%	8494	10443	81.3%
West	27	2834	1406	1811	46.8%	23.2%	29.9%	6051	9057	66.8%
North	28	2311	1611	3053	33.1%	23.1%	43.8%	6975	10787	64.7%
North*	20	2254	797	2601	39.9%	14.1%	46.0%	5652	8508	66.4%
E Boston	8	57	814	452	4.3%	61.5%	34.2%	1323	2279	58.1%
Total:	78	10755	4432	6333	50.0%	20.6%	29.4%	21520	30287	71.1%

### Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	3037	863	771	65.0%	18.5%	16.5%	4671	5066	92.2%
West	8	1478	900	1001	43.7%	26.6%	29.6%	3379	5248	64.4%
North	9	1206	865	1689	32.1%	23.0%	44.9%	3760	4597	81.8%
North*	6	1182	436	1466	38.3%	14.1%	47.5%	3084	3170	97.3%
E Boston	3	24	429	223	3.6%	63.5%	33.0%	676	1427	47.4%
Total:	24	5721	2628	3461	48.4%	22.3%	29.3%	11810	14911	79.2%

### Grades 1 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	30	8647	2278	2240	65.7%	17.3%	17.0%	13165	15509	84.9%
West	35	4312	2306	2812	45.7%	24.5%	29.8%	9430	14305	65.9%
North	37	3517	2476	4742	32.8%	23.1%	44.2%	10735	15384	69.8%
North*	26	3436	1233	4067	39.3%	14.1%	46.6%	8736	11678	74.8%
E Boston	11	81	1243	675	4.1%	62.2%	33.8%	1999	3706	53.9%
Total:	102	16476	7060	9794	49.4%	21.2%	29.4%	33330	45198	73.7%

#### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



## Student Assignment Simulations - Second Option

### Grades K to 5 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	23	6190	2062	916	67.5%	22.5%	10.0%	9168	10702	85.7%
West	27	3112	2180	1184	48.1%	33.7%	18.3%	6476	10249	63.2%
North	28	2451	2059	1928	38.1%	32.0%	30.0%	6438	10400	61.9%
North*	20	2366	1058	1580	47.3%	21.1%	31.6%	5004	7940	63.0%
E Boston	8	85	1001	348	5.9%	69.8%	24.3%	1434	2460	58.3%
Total:	78	11753	6301	4028	53.2%	28.5%	18.2%	22082	31351	70.4%

### Grades 6 to 8 - Regular Students (including the Latin Schools)

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	2565	761	504	67.0%	19.9%	13.2%	3830	3925	97.6%
West	8	1277	787	603	47.9%	29.5%	22.6%	2667	3800	70.2%
North	9	970	749	1122	34.1%	26.4%	39.5%	2841	3283	86.5%
North*	6	948	385	978	41.0%	16.7%	42.3%	2311	2340	98.8%
E Boston	3	22	364	144	4.2%	68.7%	27.2%	530	943	56.2%
Total:	24	4812	2297	2229	51.5%	24.6%	23.9%	9338	11008	84.8%

### Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	30	8755	2823	1420	67.4%	21.7%	10.9%	12998	14627	88.9%
West	35	4389	2967	1787	48.0%	32.5%	19.5%	9143	14049	65.1%
North	37	3421	2808	3050	36.9%	30.3%	32.9%	9279	13683	67.8%
North*	26	3314	1443	2558	45.3%	19.7%	35.0%	7315	10280	71.2%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%
Total:	102	16565	8598	6257	52.7%	27.4%	19.9%	31420	42359	74.2%

#### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The regular student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



# Student Assignment Simulations - Second Option

## Grades K to 5 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	474	14	894	34.3%	1.0%	64.7%	1382	1675	82.5%
West	86	95	1039	7.1%	7.8%	85.2%	1220	950	128.4%
North	263	94	1889	11.7%	4.2%	84.1%	2246	2325	96.6%
North*	262	28	1640	13.6%	1.5%	85.0%	1930	1950	99.0%
E Boston	1	66	249	0.3%	20.9%	78.8%	316	375	84.3%
Total:	823	203	3822	17.0%	4.2%	78.8%	4848	4950	97.9%

## Grades 6 to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	187	6	206	46.9%	1.5%	51.6%	399	625	63.8%
West	29	37	308	7.8%	9.9%	82.4%	374	800	46.8%
North	101	40	465	16.7%	6.6%	76.7%	606	1050	57.7%
North*	100	13	392	19.8%	2.6%	77.6%	505	650	77.7%
E Boston	1	27	73	1.0%	26.7%	72.3%	101	400	25.3%
Total:	317	83	979	23.0%	6.0%	71.0%	1379	2475	55.7%

## Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	661	20	1100	37.1%	1.1%	61.8%	1781	2300	77.4%
West	115	132	1347	7.2%	8.3%	84.5%	1594	1750	91.1%
North	364	134	2354	12.8%	4.7%	82.5%	2852	3375	84.5%
North*	362	41	2032	14.9%	1.7%	83.5%	2435	2600	93.7%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%
Total:	1140	286	4801	18.3%	4.6%	77.1%	6227	7425	83.9%

## Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The bilingual student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community will be part of the West Zone.



# Student Assignment Simulations - Second Option

## Grades K to 5 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	587	199	121	64.7%	21.9%	13.3%	907	1116	81.3%
West	400	181	152	54.6%	24.7%	20.7%	733	708	103.5%
North	289	233	222	38.8%	31.3%	29.8%	744	1112	66.9%
North*	283	129	203	46.0%	21.0%	33.0%	615	968	63.5%
E Boston	6	104	19	4.7%	80.6%	14.7%	129	144	89.6%
Total:	1276	613	495	53.5%	25.7%	20.8%	2384	2936	81.2%

## Grades 6 to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	285	96	61	64.5%	21.7%	13.8%	442	516	85.7%
West	172	76	90	50.9%	22.5%	26.6%	338	648	52.2%
North	135	76	102	43.1%	24.3%	32.6%	313	264	118.6%
North*	134	38	96	50.0%	14.2%	35.8%	268	180	148.9%
E Boston	1	38	6	2.2%	84.4%	13.3%	45	84	53.6%
Total:	592	248	253	54.2%	22.7%	23.2%	1093	1428	76.5%

## Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	872	295	182	64.6%	21.9%	13.5%	1349	1632	82.7%
West	572	257	242	53.4%	24.0%	22.6%	1071	1356	79.0%
North	424	309	324	40.1%	29.2%	30.7%	1057	1376	76.8%
North*	417	167	299	47.2%	18.9%	33.9%	883	1148	76.9%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%
Total:	1868	861	748	53.7%	24.8%	21.5%	3477	4364	79.7%

### Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The special education .4 population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. In this Second Option, the East Zone incorporates all of South Boston through Dorchester, and Mattapan to the West Street boundary in Hyde Park. The Hennigan School and the Bromley-Heath community will be part of the West Zone.

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# Student Assignment Simulations - Base Plan by Alves and Willie

## High Schools - All Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	3112	985	940	61.8%	19.6%	18.7%	5037	2900	173.7%
West	2944	1325	992	56.0%	25.2%	18.9%	5261	3450	152.5%
North	1574	1258	2297	30.7%	24.5%	44.8%	5129	13245	38.7%
North*	1555	680	2043	36.4%	15.9%	47.8%	4278	10905	39.2%
E Boston	19	578	254	2.2%	67.9%	29.9%	851	2340	36.4%
Total:	7630	3568	4229	49.5%	23.1%	27.4%	15427	19595	78.7%

## Explanations:

1. The analysis is based on the 01/5/89 student tape.
2. The student population of the North Zone is the sum of those in the North\* (North Zone without East Boston) and East Boston.
3. The boundaries of the three zones are those proposed by the two consultants.
4. For Grades 9 to 12, the total bilingual student population is 1873; the total bilingual SPED student population is 81; the total SPED .4 regular student population is 920 (of these 397 are in Grade 9); and the total SPED .4 population is 1001.
5. The seating capacity is basically that of DI's, and not the newly established 01/12/89 BPS capacity.



# Student Assignment Simulations - High School Seating Capacities

## Student Enrollment and Seating Capacities

Utilization			Court	DI	01/12/89	Dec 1988	
RC#	SCode	School	Capacity	Capacity	Capacity	Enr'ment	
Percentage							
609	1190	Boston High	1000	980	980	676	69.0%
615	1020	Latin Academy	1260	1260	1260	1238	98.3%
612	1010	Boston Latin	2160	2298	2298	2172	94.5%
618	1030	Boston Technical	1230	1230	1230	945	76.8%
624	1040	Brighton	1250	790	1050	747	71.1%
627	1120	Burke	1050	680	800	646	80.8%
630	1050	Charlestown	1100	1100	1100	885	80.5%
636	1060	Dorchester	1100	875	900	638	70.9%
633	1070	East Boston	1430	1430	1240	728	58.7%
644	1080	English High	2200	1950	1880	1364	72.6%
651	1100	Hyde Park	1100	790	1050	729	69.4%
654	1110	Jamaica Plain	1200	770	1100	818	74.4%
657	1210	Madison Park	2400	1880	1880	1656	88.1%
633	1200	Snowden Inter'l	480	475	475	468	98.5%
669	1160	South Boston	1200	1040	1150	896	77.9%
672	1240	Umana Technical	1050	900	1100	736	66.9%
675	1250	West Roxbury	1400	1320	1250	1074	85.9%
Total:			22610	19768	20743	16416	79.1%

Available seats: 4327  
[based on 01/12/89 data]

### Explanations:

1. This analysis is based on the 01/12/89 data supplied by Deputy Superintendent William Abbott, after individual teams have visited the high schools.
2. The enrollment figures for the individual schools are the December 1988 enrollment figures. For Boston Latin, Latin Academy, and Umana they include Grades 7 and 8 students.



# **Student Assignment Simulations - Kindergarten SUMMARY**

## **Published Plan - Kindergarten**

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	1166	896	391	47.5%	36.5%	15.9%	2453	2500	98.1%
West	1136	1126	523	40.8%	40.4%	18.8%	2785	3350	83.1%
North	712	785	1027	28.2%	31.1%	40.7%	2524	3100	81.4%
<b>Total:</b>	<b>3014</b>	<b>2807</b>	<b>1941</b>	<b>38.8%</b>	<b>36.2%</b>	<b>25.0%</b>	<b>7762</b>	<b>8950</b>	<b>86.7%</b>

## **Base Plan - Kindergarten**

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	1234	841	426	49.3%	33.6%	17.0%	2501	2500	100.0%
West	1119	1061	538	41.2%	39.0%	19.8%	2718	3350	81.1%
North	744	783	1048	28.9%	30.4%	40.7%	2575	3100	83.1%
North*	709	426	884	35.1%	21.1%	43.8%	2019	2400	84.1%
E Boston	35	357	164	6.3%	64.2%	29.5%	556	700	79.4%
<b>Total:</b>	<b>3097</b>	<b>2685</b>	<b>2012</b>	<b>39.7%</b>	<b>34.5%</b>	<b>25.8%</b>	<b>7794</b>	<b>8950</b>	<b>87.1%</b>

## **First Option - Kindergarten**

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	1631	1099	473	50.9%	34.3%	14.8%	3203	3425	93.5%
West	772	811	553	36.1%	38.0%	25.9%	2136	2475	86.3%
North	692	775	986	28.2%	31.6%	40.2%	2453	3050	80.4%
North*	657	418	822	34.6%	22.0%	43.3%	1897	2350	80.7%
E Boston	35	357	164	6.3%	64.2%	29.5%	556	700	79.4%
<b>Total:</b>	<b>3095</b>	<b>2685</b>	<b>2012</b>	<b>39.7%</b>	<b>34.5%</b>	<b>25.8%</b>	<b>7792</b>	<b>8950</b>	<b>87.1%</b>

## **Second Option - Kindergarten**

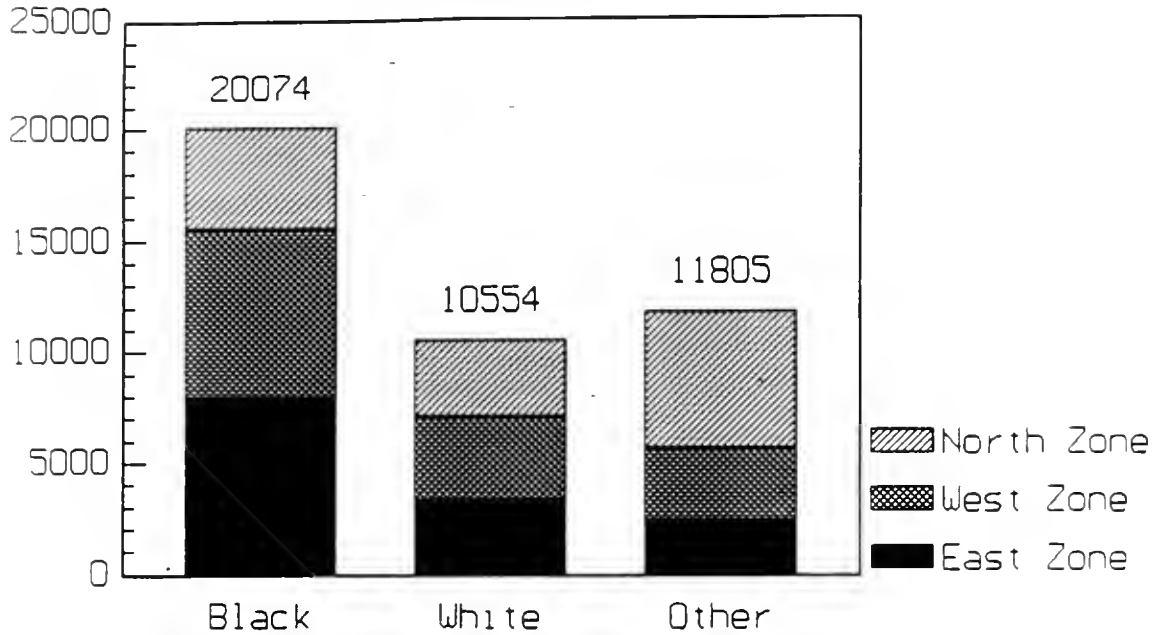
Zone Percentage	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization
									Percentage
East	1641	860	462	55.4%	29.0%	15.6%	2963	3050	97.2%
West	764	1050	564	32.1%	44.2%	23.7%	2378	2850	83.4%
North	692	775	986	28.2%	31.6%	40.2%	2453	3050	80.4%
North*	657	418	822	34.6%	22.0%	43.3%	1897	2350	80.7%
E Boston	35	357	164	6.3%	64.2%	29.5%	556	700	79.4%
<b>Total:</b>	<b>3097</b>	<b>2685</b>	<b>2012</b>	<b>39.7%</b>	<b>34.5%</b>	<b>25.8%</b>	<b>7794</b>	<b>8950</b>	<b>87.1%</b>

*N.B. The Base Plan, First Option, and Second Option are based on 01/05/89 data.*

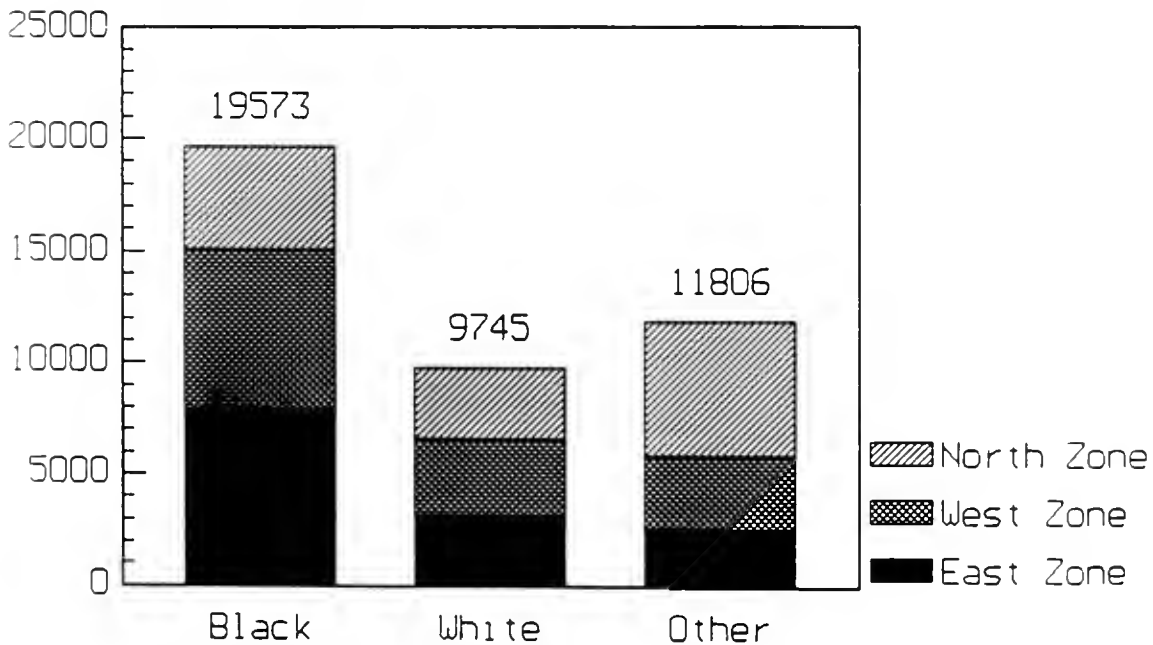
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Student Assignment Simulations  
Population Distributions  
Published Plan



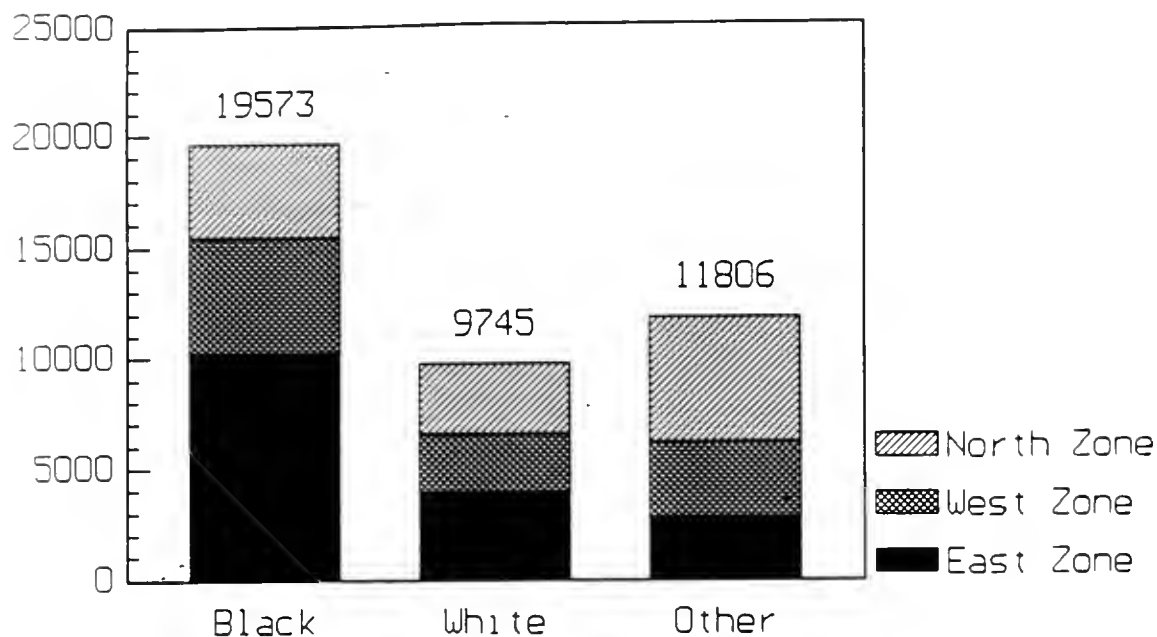
Student Assignment Simulations  
Population Distributions - Base Plan



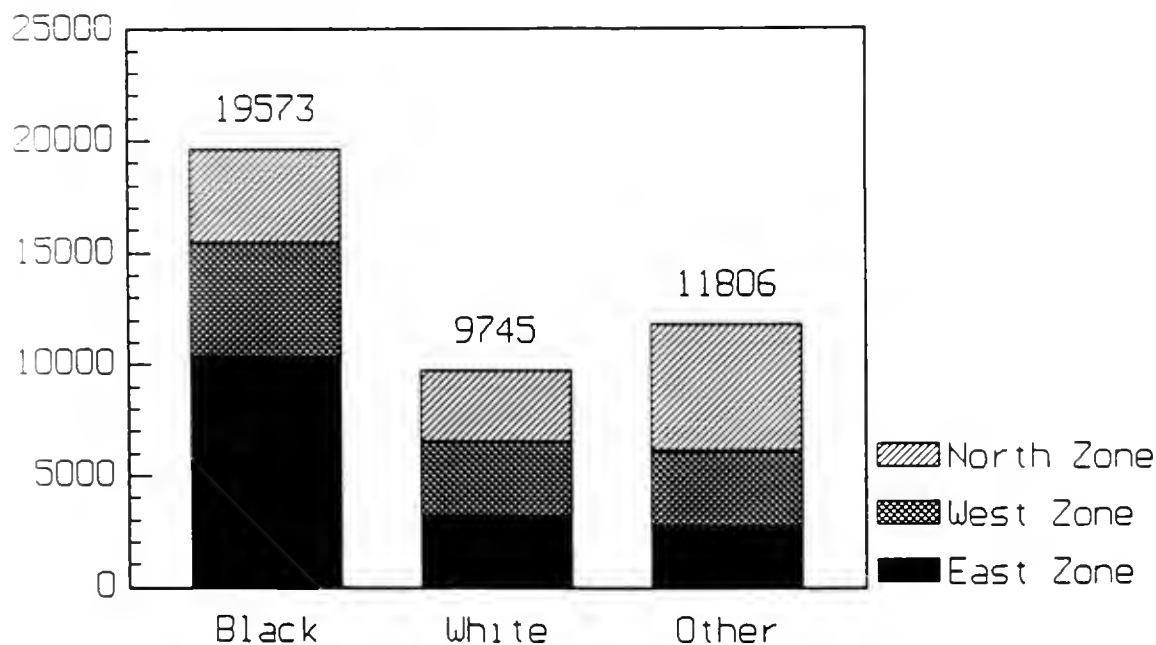




Student Assignment Simulations  
Population Distributions - First Option

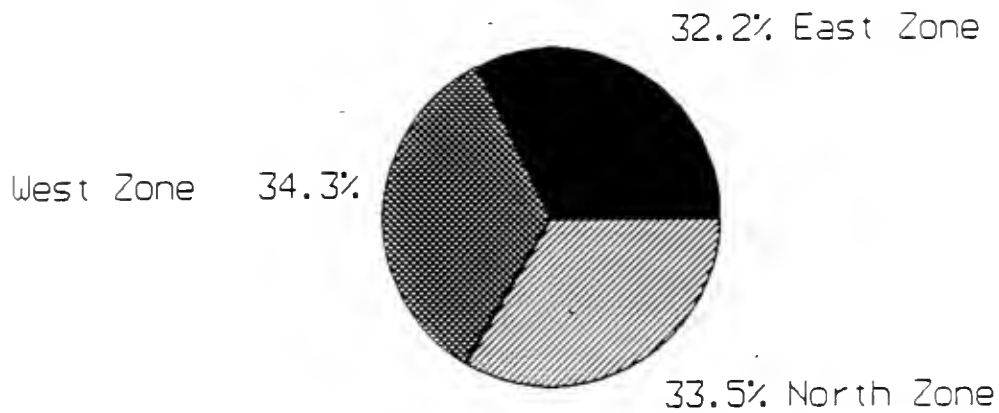


Student Assignment Simulations  
Population Distributions - Second Option

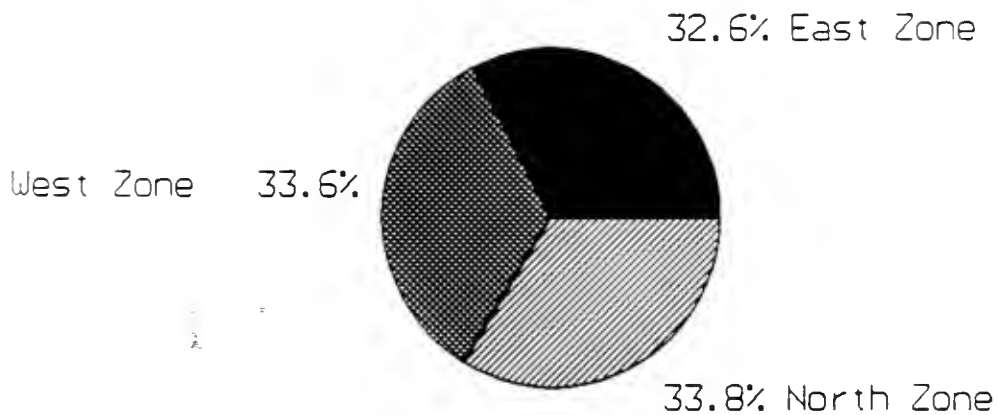




Student Assignment Simulations  
Population Distributions  
Published Plan

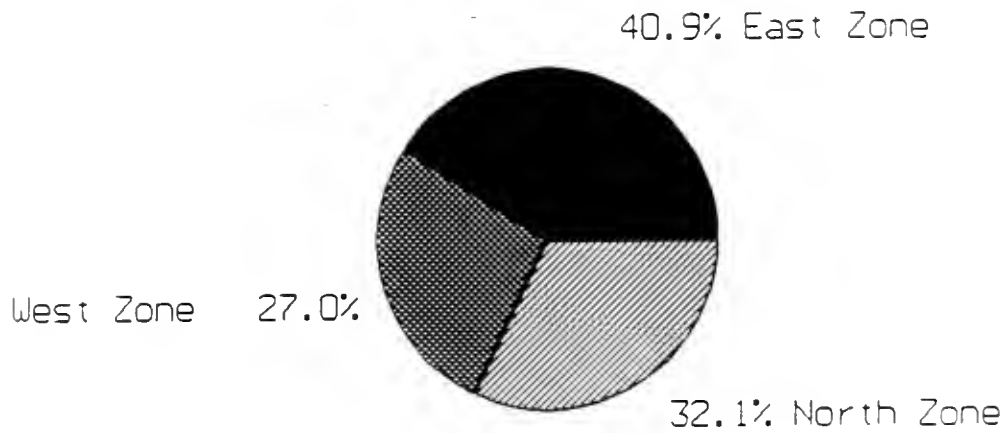


Student Assignment Simulations  
Population Distributions - Base Plan

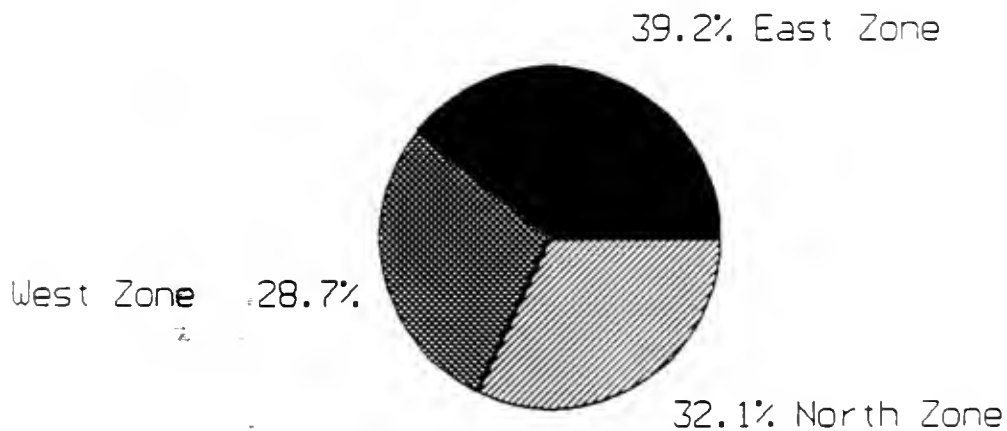




Student Assignment Simulations  
Population Distributions - First Option

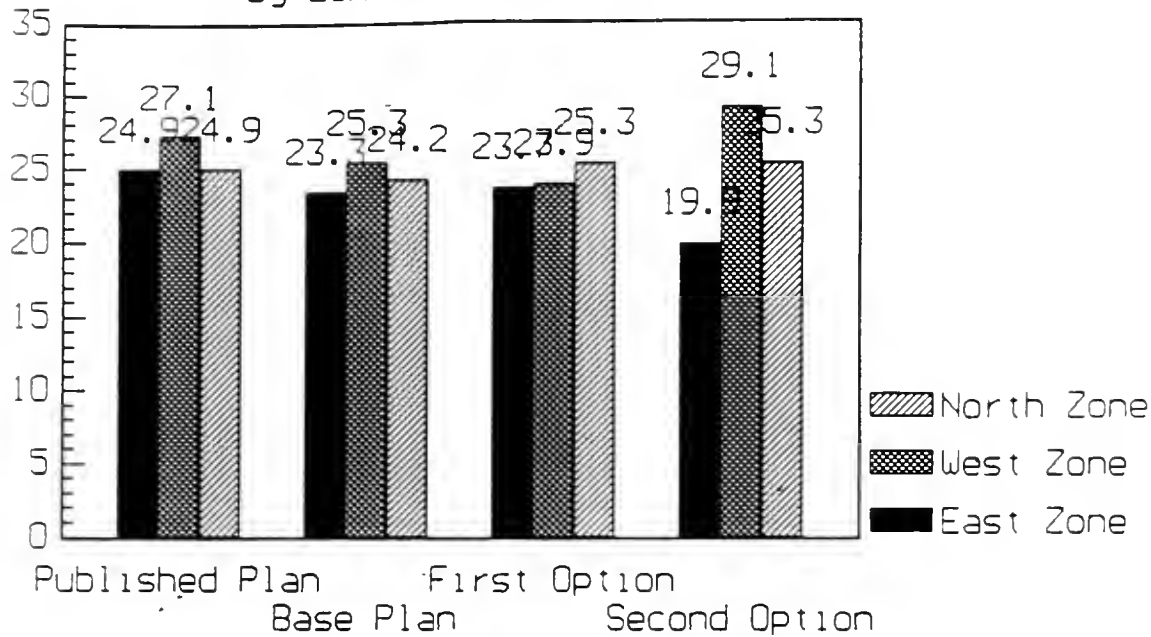


Student Assignment Simulations  
Population Distributions - Second Option

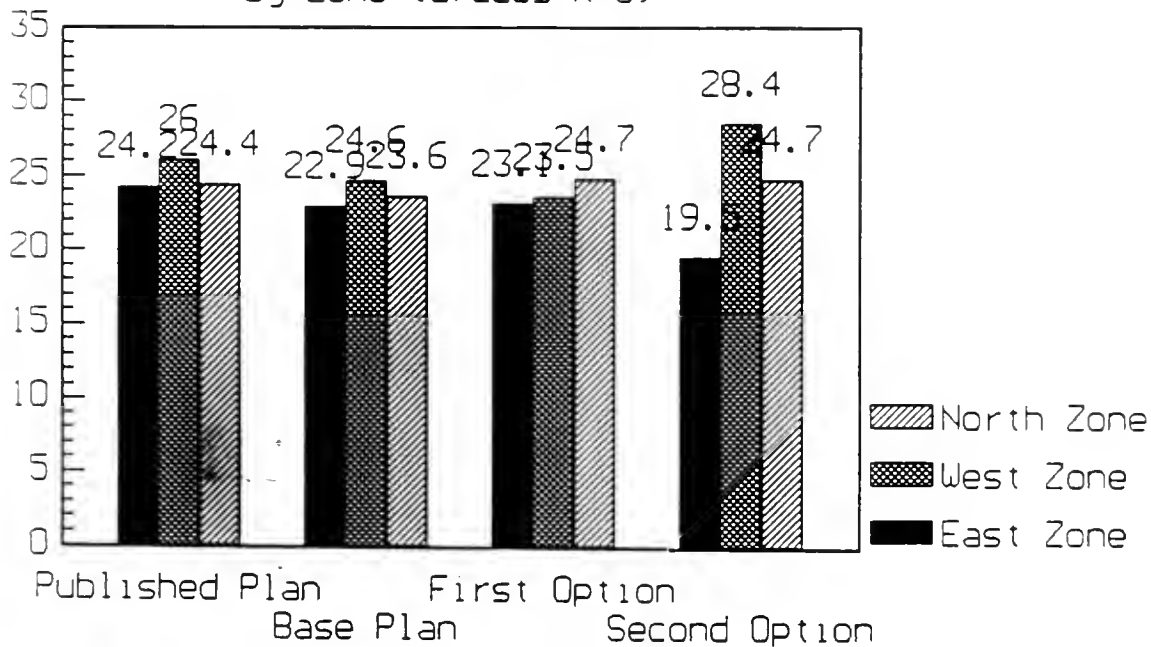




Student Assignment Simulations  
 Racial Percentage of White Students  
 by Zone (Grades K-5)



Student Assignment Simulations  
 Racial Percentage of White Students  
 by Zone (Grades K-8)







APPENDIX C

DESCRIPTION OF ROLE OF ZONE OFFICE STAFF



## APPENDIX C

### DESCRIPTION OF ROLE OF ZONE OFFICE STAFF

It is anticipated that all proposed zone office positions will be included within the reorganized/restructured staffing pattern of each new zone office.

- o Zone Superintendent - instructional leader and chief administrator in the zone. Ultimately responsible for all zone programs and evaluations of principals as well as office staff.
- o Administrative Assistant - provides direct assistance to Zone Superintendent in carrying out all instructional and managerial functions. Responsible for performance evaluation of staff as delegated by Zone Superintendent.
- o Director of Instruction and Professional Development - responsible for providing leadership and staff development to implement city-wide and zone/school curriculum projects.
- o Instructional Support Specialist - works directly with staff in school regarding curriculum implementation and staff development activities.
- o Bilingual Coordinator - provides direction to zone bilingual programs and ensures compliance congruent with city-wide and state laws and regulations. Assists Student Assignment Center in placing bilingual students appropriately by coordinating activities of Lau testers.
- o Zone Community Coordinators - assist school staff in maintaining strong home/school relationships with parents of children in bilingual programs. Makes home visits as needed.
- o Personnel Specialist - human resource consultant for Zone Superintendent. Facilitates all personnel transactions through central administration. Facilitates all personnel matters such as processing grievances and ensuring that personnel records are accurate and up-to-date.
- o Special Education Coordinator - ensures the appropriate placement of all SPED students. Facilitates zone activities to ensure all required timelines are met. Ensures compliance with Chapter 766 regulations.



- o SPED Program Advisors - facilitate timely activities regarding Chapter 766 evaluation process and placement.
- o Director, Student Assignment Center - assigns zone students to schools in a rapid, efficient manner and in compliance with Controlled Choice Assignment Plan.
- o Transportation Officer - assigns students as required to appropriate transportation services in compliance with system policies.
- o Director, Parent Information Leader - ensures that all parents/students are aware of all choices when requesting a school assignment. Responsible for developing pamphlets and brochures describing school programs in cooperation with Director, Student Assignment Center.
- o Grants Coordinator - responsible for aggressively seeking out new funding opportunities to bring resources to zone schools. Works directly with schools in proposal development.
- o Chapter 636 Coordinator - manages and implements zone Chapter 636 plan. Ensures compliance with all fiscal requirements of grant.
- o Attendance Supervisor - investigates all referrals for non-attendance from zone schools. Refers appropriate cases to court as required. Zone Attendance Supervisors will investigate high school zone referrals of students residing in K-8 zones.
- o Area Managers - serves as technical resource person to Zone Superintendent and school staff regarding all facilities issues. Responsible for evaluating zone schools for custodial services and advising Zone Superintendent and appropriate staff of issues as they develop.



APPENDIX D

R.F.P.

Public Relations/Communications  
Service for Parent Information Centers





# BPS BID SPECIFICATIONS:

CM 4

Provide Public Relations/Communications Service (Capacity to Design and Implement an Effective Communications Project Serving Boston Public School Parents:

## SPECIFICATIONS:

The Boston Public Schools (BPS) is developing a new Citywide Student Assignment Plan. The new assignment plain aims to provide parents and students with more school choices within a geographical zone. The Boston Public Schools wishes to inform parents and communities of this new Student Assignment Plan as it develops and to launch a multi-lingual, multi-media communication project through which information is available to parents after the plan is finalized.

## SCOPE OF SERVICE:

The Boston Public Schools wishes to contract with a <sup>17</sup>public relations/communications firm and/or organization(s) with such capacity, to design and implement an effective communication project serving Boston Public School parents.

The communication project consists of two parts:

### Part I

- \* develop a comprehensive, multi-lingual, multi-media model for a timely, efficient, effective information dissemination to parents;
- \* include the production and distribution of multi-lingual information materials using print medium, audio-visual media, and/or interactive technologies;
- \* provide training to BPS personnel on the use of the materials produced.

### Part II

- \* provide training to BPS Parent Information Center personnel on effective communication skills. Training will range from how to assist parents on phone inquiries and one-on-one contacts, to conducting audio-visual presentations to both small and large groups of parents.

## NATURE OF SERVICE

Both Part I and Part II of this communication project must:

- 1) focus on the new BPS Student Assignment Plan;
- 2) be planned in two stages; the first to provide routine communication regarding the assignment plan as it develops, and the second to develop and disseminate resource materials regarding the plan after is is finalized;



3) include, but not be limited to, the following scope of information:

- \* explaining the purpose of the new Student Assignment Plan and how it works;
- \* providing details on the geographical zones;
- \* featuring individual schools, especially the magnet curricular themes designed for each high school;
- \* explaining the procedure of how to enroll a child in school and the issues to consider when making a school choice;
- \* providing a directory of parental resources & services.

TERMS & CONDITIONS

- 1) The selected firm(s)/organizations will be working closely with the Student Assignment Plan Project Manager to develop the details of the overall dissemination process, the personnel training and the production of information materials.
- 2) In the event that more than one firm is selected, the selected firms will collaborate in order to avoid duplication of services and to ensure that each firm's portion of the project is integrated in the overall dissemination process.
- 3) If the scope of service contracted includes any production of information/resource materials, the contracted firm is responsible for all the production aspects of the materials.
- 4) The communication project begins upon contract approval. The overall model for information dissemination, to be developed jointly with the Student Assignment Plan Project Manager, and the production of information materials must be completed and ready for mass distribution by June 30, 1989. Training of Parent Information Centers personnel and routine communication to parents during the first stage as the Student Assignment Plan develops must also take place during this contract period.



**GUIDELINES FOR BIDDING:**

- 1) Bidder may bid on Part I or Part II separately, or on both parts of this communication project.
- 2) Bidder must state clearly the proposed scope of service, and demonstrate its effectiveness.
- 3) Bidder must provide a budget sheet specifying types of labor, hourly rates, length of service, material costs and related expenses, etc. Proposed expenditures must not exceed \$70,000.
- 4) Bidder must provide a timetable of proposed service.
- 5) If the proposed service involves any production of information materials, bidder must demonstrate the ability to produce materials multi-lingually.
- 6) Bidder must demonstrate an understanding of the city's ethnic diversity and its socio-economical characteristics. Experience in working with diverse communities is preferred.
- 7) Bidder must provide support materials reflecting experience in mass communications/public relations and if applicable, any previous work with BPS and/or BPS parents.
- 8) Bidder will be required to supply references from recent customers, preferably those who received comparable services as those specified above.

Price quote for Part I \$ \_\_\_\_\_ Price quote for Part II \$ \_\_\_\_\_  
TOTAL COST FOR BOTH PARTS I AND II \$ \_\_\_\_\_ NOT TO EXCEED \$70,000.00

ANY INQUIRIES CONCERNING THIS PROPOSAL, PLEASE CONTACT VIVIAN LEE,  
TELEPHONE NO. (617) 726-6200, EXTENSION 5223.

ALL INFORMATION ASKED ABOVE - MUST BE SUBMITTED ELSEWHERE IN BID ON  
8-1/2" x 11" SHEETS.



**APPENDIX E**

**NEW STUDENT ASSIGNMENT PLAN  
FACILITY COST ISSUES**





## FACILITIES COST IMPLICATIONS OF THE NEW STUDENT ASSIGNMENT PLAN

The purpose of this appendix is to provide a general understanding of the current status of repairs and renovations of the Boston Public Schools, and to present a rationale for increasing spending in this area by a minimum of \$78 million.

### BACKGROUND

Since 1962 the school department has closed 116 schools and built 30 new schools and eight additions to existing facilities. Beginning in the mid 1970's, the federal district court ordered the creation of a unified facilities plan (UFP) to upgrade what was referred to as the wretched physical condition of the schools. This plan is periodically updated.

Funding for the plan comes primarily (90%) from the state under the school building assistance act which is designed to prevent local districts from foisting the cost of delayed maintenance onto the state. To qualify for funding, projects must be for new buildings or replacement of very basic structural elements such as roofs, windows, boilers, plumbing or electricity. Only a small portion of the funds is available for modernization which would include painting or other cosmetic work.

The current, approved UFP/School Building Plan includes projects totalling \$147 million to be completed over a five year period; we are currently in the third year of this plan. Seventy eight schools are scheduled for work in the current UFP; some for more than one project. In all, the plan includes 124 separate projects: 34 modernizations; 48 roofs; 10 general heating; 9 boilers; 7 egress changes; 4 asbestos removals; 2 each of masonry, renovations and handicapped access, and 1 each of restoration, electrical, plumbing, design only, plumbing and heating, and roofs and windows.

To date, few of these projects are complete rehabilitations of a building, such as a parent, student, teacher or administrator would desire for his or her school. And, thirty nine schools are scheduled for no work at all.

See the attached listing of all schools in alphabetical order by level. Underlined schools are scheduled for work in the UFP. Others will receive nothing. Schedules of amounts of funding for projects by school and the status of projects by project year follow the list of all schools.

### RECENT STUDIES

The school department has often studied the issue of renovation of facilities, most recently by a citizen task force for the Boston Education Plan (BEP) and by a facilities expert (Jorgenson Report). The BEP task force estimated the cost of bringing the schools up to first class status as \$113,702,471. The Jorgenson study recommended an increase of \$56 million above the scheduled UFP cost. The difference between the two figures can be explained in large part by the differences in approaches taken to the issue. Jorgenson worked and thought within the state's "Approvable School Building Assistance Project" framework of restricting capital expenditures to basic



structural elements, but believed the \$147 million undercounted costs and failed to include some very necessary projects. In sharp contrast to this, the task force considered buildings from the stand point not only of safety, security, warmth and shelter, but also of interior appearances. Their figures included paint, plaster, and some furniture, and their calculations included all schools. In the task force estimate, expenditures to make buildings attractive varied from a low of \$179,340 for the Barron School to a high of \$8,172,554 for Madison Park. The average expenditure suggested was \$931,987.

The task force estimates are based on per square foot costs by different categories of building. Their figures are attached following the list of UFP projects.

**COST OF THE SUPERINTENDENTS PROPOSALS  
FOR  
THE NEW STUDENT ASSIGNMENT PLAN**

Two kinds of costs are proposed:

- ONE**           o Costs associated with the changes in building use proposed for certain schools named in the body of the Superintendent's reports;
- TWO**           o Costs associated with general upgrading of facilities to create attractive, welcoming, comfortable schools ready to compete successfully for parents and students.

**ONE** The facilities costs associated with changes in certain schools are estimated to be as follows:

PROPOSED LEVEL	SCHOOL	TYPE OF CHANGE	ESTIMATED AMOUNT
9 - 12	*Madison Park-Voc. Tech.	Consolidation	\$60,000
6 - 12	*Burke	Grade expansion	60,000
6 - 12	*Performing Arts	Conversion to new purpose	2,020,000
ELC-12	Dorchester/Laboratory	Partial change in scale	260,000
6 - 8	Umana/Barnes	Moving/retrofit	200,000
6 - 8	Brighton/Taft	Moving/retrofit	200,000
K - 8	Thompson	Change in scale	200,000
K - 8	Hernandez	Grade expansion	35,000
K - 5	Edison	Grade expansion	270,000
K - 5	*Lyndon	Reopen	215,000
K - 5	*Holmes	Change level, down scale	270,000
ELC	Hemingway	Reopen, retrofit	182,000
ELC	Latin Academy	Partial change in scale	260,000
TOTAL			\$4,232,000

\* Cost breakout included in attachments



**TWO** In addition to renovation and refitting associated with adapting certain schools to new uses, all schools over the next five years should be renovated to be more attractive learning environments. In another attachment of this report is a proposal for raising \$78 million in additional revenue over a five year period. This revenue is to be used solely for the purpose of upgrading the appearances of the schools. Of this, \$4.2 million would go to schools converted to new use, and \$73.0 million would go for general upgrading.

The funds for upgrading would be allocated to zones by a system that takes into account both square footage and the age of the buildings and equity of distribution among zones of facilities amenities such as cafeterias, gymnasiums, playing fields and swimming pools. Within zones, zone councils would be responsible for setting priorities.

#### **SCHOOL CLOSINGS as a Cost Factor**

From a facilities standpoint, closing schools may initially have incremental costs associated with salvaging and moving equipment and furniture and closing off plumbing and electrical systems. The savings of a school closing are in the avoidance of utility, maintenance and repair costs.

In the case of the Barnes, capital improvements were delayed for years but were finally planned and are now on hold. Closing the Barnes would avoid expenditures of some \$4 million.

#### **CONCLUSION**

The cost of facilities aspects of the new assignment plan can be summarized as:

#### **CURRENT STATUS**

scheduled for repairs	- 78 schools (UFP)	\$147 million
	<b>FULLY APPROVED</b>	(90% state funds)

NOT scheduled for repairs - 39 schools

lead and asbestos study/abatement	\$ 15 million
<b>TENTATIVELY APPROVED</b>	

#### **CHANGES IN CERTAIN SCHOOLS NAMED IN SUPERINTENDENT'S PLAN**

13 schools	\$ 4,232,000
<b>PROPOSED</b>	

#### **INTERIOR RENOVATION/ MODERNIZATION**

Estimated 90 schools	\$ 73,768,000
<b>PROPOSED</b>	

#### **SCHOOL CLOSINGS**

2 schools	-----
<b>PROPOSED</b>	(Spending cancels savings in initial 2 years)

<b>EXPENDITURES PROPOSED TOTAL:</b>	<b>\$240,000,000</b>
-------------------------------------	----------------------



UNDERLINED SCHOOLS ARE INCLUDED IN THE UNIFIED FACILITIES PLAN

<u>CODE</u>	<u>RESPONSIBILITY CENTER</u>	<u>DISTRICT</u>	<u>LEVEL</u>
203	<u>Adams</u>	D	Elementary
205	Agassiz	A	Elementary
207	<u>Alighieri</u>	D	Elementary
211	<u>Baldwin</u>	A	Elementary
217	<u>Bates</u>	B	Elementary
219	<u>Beethoven</u>	B	Elementary
223	<u>Blackstone</u>	D	Elementary
229	<u>Bradley</u>	D	Elementary
239	<u>Channing</u>	B	Elementary
247	<u>Chittick</u>	B	Elementary
249	Clap	C	Elementary
251	Condon	C	Elementary
253	<u>Conley</u>	B	Elementary
255	<u>Curley, J.</u>	E	Elementary
257	Dever	C	Elementary
259	<u>Dickerman</u>	C	Elementary
261	<u>Eliot</u>	D	Elementary
262	<u>Ellis</u>	A	Elementary
263	<u>Emerson</u>	C	Elementary
265	Endicott	C	Elementary
267	<u>Everett</u>	C	Elementary
271	<u>Farragut</u>	A	Elementary
275	<u>Fifield</u>	C	Elementary
277	<u>Fuller</u>	A	Elementary
279	<u>Gardner</u>	A	Elementary
281	Garfield	A	Elementary
285	Greenwood, E.	B	Elementary
286	<u>Greenwood, S.</u>	C	Elementary
288	Grew	B	Elementary
290	<u>Guild</u>	E	Elementary
292	<u>Hale</u>	E	Elementary
293	<u>Haley</u>	E	Elementary
295	Hamilton	A	Elementary





## RESPONSIBILITY CENTERS

## SCHOOLS

FY1990

(continued)

<u>CODE</u>	<u>RESPONSIBILITY CENTER</u>	<u>DISTRICT</u>	<u>LEVEL</u>
299	<u>Hennigan</u>	E	Elementary
301	<u>Hernandez</u>	E	Elementary
303	Higginson	A	Elementary
308	<u>Holland</u>	C	Elementary
310	Hurley	D	Elementary
316	Jackson-Mann	E	Elementary
318	Kennedy, J. F.	A	Elementary
320	<u>Kennedy, P. J.</u>	D	Elementary
322	<u>Kenny</u>	C	Elementary
324	<u>Kent</u>	D	Elementary
326	Kilmer	B	Elementary
328	<u>Lee</u>	B	Elementary
332	<u>Longfellow</u>	A	Elementary
342	Manning	A	Elementary
344	Marshall	C	Elementary
346	<u>Mason</u>	C	Elementary
348	<u>Mather</u>	C	Elementary
350	Mattahunt	B	Elementary
352	<u>McKay</u>	E	Elementary
356	<u>Mendell</u>	A	Elementary
364	<u>Mozart</u>	B	Elementary
366	<u>Murphy</u>	C	Elementary
370	O'Donnell	D	Elementary
373	<u>O'Hearn</u>	C	Elementary
376	Ohrenberger	E	Elementary
382	Otis	D	Elementary
388	<u>Parkman</u>	A	Elementary
390	<u>Perkins</u>	C	Elementary
392	Perry	C	Elementary
394	<u>Philbrick</u>	B	Elementary
398	Quincy	D	Elementary
404	Roosevelt, F. D.	B	Elementary



RESPONSIBILITY CENTERS

SCHOOLS

FY1990

(continued)

<u>CODE</u>	<u>RESPONSIBILITY CENTER</u>	<u>DISTRICT</u>	<u>LEVEL</u>
406	<u>Russell</u>	C	Elementary
412	<u>Shaw, P.</u>	B	Elementary
416	<u>Stone</u>	C	Elementary
420	<u>Sumner</u>	B	Elementary
422	<u>Taylor</u>	B	Elementary
426	<u>Tobin</u>	A	Elementary
428	Trotter	E	Elementary
432	Tynan	C	Elementary
434	Warren-Prescott	D	Elementary
436	Winship	A	Elementary
438	<u>Winthrop</u>	C	Elementary
504	<u>Barnes</u>	D	Middle
510	<u>Cleveland</u>	C	Middle
513	<u>Curley, M.</u>	A	Middle
516	<u>Dearborn</u>	C	Middle
519	<u>Edison</u>	A	Middle
522	<u>Edwards</u>	D	Middle
525	<u>Gavin</u>	C	Middle
528	<u>Holmes</u>	C	Middle
531	<u>Irving</u>	B	Middle
534	<u>King</u>	E	Middle
537	<u>Lewenberg</u>	B	Middle
540	<u>Lewis</u>	A	Middle
543	<u>Mackey</u>	E	Middle
546	<u>Wheatley</u>	E	Middle
549	McCormack	C	Middle
555	<u>Rogers</u>	B	Middle
561	<u>Shaw</u>	B	Middle
564	<u>Taft</u>	A	Middle
567	<u>Thompson</u>	B	Middle
570	<u>Timilty</u>	D	Middle
573	<u>Wilson</u>	C	Middle



# Student Assignment Simulations - Published Plan by Alves and Willie

## Grades 1 to 5 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	4413	1513	1313	61.0%	20.9%	18.1%	7239	9021	80.3%
West	29	4206	1711	1763	54.8%	22.3%	23.0%	7680	9714	79.1%
North	29	2535	1745	3352	33.2%	22.9%	43.9%	7632	11552	66.1%
Total:	78	11154	4969	6428	49.5%	22.0%	28.5%	22551	30287	74.5%

## Grades 6 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	2375	892	693	60.0%	22.5%	17.5%	3960	5083	77.9%
West	8	2205	948	929	54.0%	23.2%	22.8%	4082	5231	78.0%
North	9	1326	938	1814	32.5%	23.0%	44.5%	4078	4597	88.7%
Total:	24	5906	2778	3436	48.7%	22.9%	28.4%	12120	14911	81.3%

## Grades 1 to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6788	2405	2006	60.6%	21.5%	17.9%	11199	14104	79.4%
West	37	6411	2659	2692	54.5%	22.6%	22.9%	11762	14945	78.7%
North	38	3861	2683	5166	33.0%	22.9%	44.1%	11710	16149	72.5%
Total:	102	17060	7747	9864	49.2%	22.3%	28.5%	34671	45198	76.7%

### Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS statistical package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The boundaries of the three zones are those proposed by the two consultants.

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Student Assignment Simulations - Published Plan by Alves and Willie

Grades K to 5 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	4716	2135	793	61.7%	27.9%	10.4%	7644	9172	83.3%
West	29	4640	2471	1175	56.0%	29.8%	14.2%	8286	11273	73.5%
North	29	2637	2114	2105	38.5%	30.8%	30.7%	6856	10906	62.9%
Total:	78	11993	6720	4073	52.6%	29.5%	17.9%	22786	31351	72.7%

Grades 6 to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	1980	781	429	62.1%	24.5%	13.5%	3190	4065	78.5%
West	8	1909	819	544	58.3%	25.0%	16.6%	3272	3660	89.4%
North	9	1067	800	1187	34.9%	26.2%	38.9%	3054	3283	93.0%
Total:	24	4956	2400	2160	52.1%	25.2%	22.7%	9516	11008	86.5%

Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6696	2916	1222	61.8%	26.9%	11.3%	10834	13237	81.9%
West	37	6549	3290	1719	56.7%	28.5%	14.9%	11558	14933	77.4%
North	38	3704	2914	3292	37.4%	29.4%	33.2%	9910	14189	69.8%
Total:	102	16949	9120	6233	52.5%	28.2%	19.3%	32302	42359	76.3%

Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS statistical package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The boundaries of the three zones are those proposed by the two consultants.

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Student Assignment Simulations - Published Plan by Alves and Willie

Grades 1 to 5 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	20	3742	1310	623	65.9%	23.1%	11.0%	5675	6672	85.1%
West	29	3632	1436	908	60.8%	24.0%	15.2%	5976	7923	75.4%
North	29	2637	2114	2105	38.5%	30.8%	30.7%	6856	7806	87.8%
Total:	78	10011	4860	3636	54.1%	26.3%	19.7%	18507	22401	82.6%

Grades 6 to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	7	1980	781	429	62.1%	24.5%	13.5%	3190	4065	78.5%
West	8	1909	819	544	58.3%	25.0%	16.6%	3272	3660	89.4%
North	9	1067	800	1187	34.9%	26.2%	38.9%	3054	3283	93.0%
Total:	24	4956	2400	2160	52.1%	25.2%	22.7%	9516	11008	86.5%

Grades 1 to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	5722	2091	1052	64.6%	23.6%	11.9%	8865	10737	82.6%
West	37	5541	2255	1452	59.9%	24.4%	15.7%	9248	11583	79.8%
North	38	3704	2914	3292	37.4%	29.4%	33.2%	9910	11089	89.4%
Total:	102	14967	7260	5796	53.4%	25.9%	20.7%	28023	33409	83.9%

Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS statistical package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The boundaries of the three zones are those proposed by the two consultants.

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zonepp0x.ss rev. 1.35



## Grades K to 5 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	348	17	855	28.5%	1.4%	70.1%	1220	1425	85.6%
West	167	109	1009	13.0%	8.5%	78.5%	1285	975	131.8%
North	243	93	2120	9.9%	3.8%	86.3%	2456	2550	96.3%
Total:	758	219	3984	15.3%	4.4%	80.3%	4961	4950	100.2%

## Grades 6 to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	153	7	230	39.2%	1.8%	59.0%	390	550	70.9%
West	58	37	335	13.5%	8.6%	77.9%	430	875	49.1%
North	98	49	556	13.9%	7.0%	79.1%	703	1050	67.0%
Total:	309	93	1121	20.3%	6.1%	73.6%	1523	2475	61.5%

## Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	501	24	1085	31.1%	1.5%	67.4%	1610	1975	81.5%
West	225	146	1344	13.1%	8.5%	78.4%	1715	1850	92.7%
North	341	142	2676	10.8%	4.5%	84.7%	3159	3600	87.8%
Total:	1067	312	5105	16.5%	4.8%	78.7%	6484	7425	87.3%

## Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS software package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The bilingual student population includes both regular bilingual and special education bilingual students. The term Special Needs has not been used consistently in the Plan. Judging from the figures, one has to interpret that Bilingual/Special Needs includes bilingual special needs resource room students. On the other hand, Special Needs refers specifically to the SPED .4 students. As presented, the data is misleading.
4. The boundaries of the three zones are those proposed by the two consultants.

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## Grades K to 5 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	515	257	56	62.2%	31.0%	6.8%	828	924	89.6%
West	535	257	102	59.8%	28.8%	11.4%	894	816	109.6%
North	367	323	154	43.5%	38.3%	18.3%	844	1196	70.6%
Total:	1417	837	312	55.2%	32.6%	12.2%	2566	2936	87.4%

## Grades 6 to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	242	104	34	63.7%	27.4%	9.0%	380	468	81.2%
West	238	92	50	62.6%	24.2%	13.2%	380	696	54.6%
North	161	89	71	50.2%	27.7%	22.1%	321	264	121.6%
Total:	641	285	155	59.3%	26.4%	14.3%	1081	1428	75.7%

## Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Utilization	
								Seat	Percentage
East	757	361	90	62.7%	29.9%	7.5%	1208	1392	86.8%
West	773	349	152	60.7%	27.4%	11.9%	1274	1512	84.3%
North	528	412	225	45.3%	35.4%	19.3%	1165	1460	79.8%
Total:	2058	1122	467	56.4%	30.8%	12.8%	3647	4364	83.6%

## Explanations:

1. The analysis is based on the published information contained in the Student Assignment Plan by Michael Alves and Charles Willie.
2. The data, with the exception of the seating capacities, is extracted from the October student tape and run on a SPSS software package. DNRs have not been completely removed from this tape, and the consultants' published geocodes are known to contain errors. In their report the consultants have published no seating capacities; the 01/05/89 data are therefore used to assure consistency.
3. The term Special Needs has not been used consistently in the Plan. Judging from the figures, one has to interpret that Bilingual/Special Needs includes bilingual special needs resource room students. On the other hand, Special Needs refers specifically to the SPED .4 students. As presented, the data is misleading.
4. The boundaries of the three zones are those proposed by the two consultants.

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zonepp0x.ss rev. 1.35



Student Assignment Simulations - Base Plan by Alves & Willie  
SUMMARY

Grades K to 8 - Regular Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	6557	2765	1301	61.7%	26.0%	12.3%	10623	13237	80.3%
West	37	6286	3002	1768	56.9%	27.2%	16.0%	11056	14933	74.0%
North	38	3722	2831	3188	38.2%	29.1%	32.7%	9741	14189	68.7%
North*	27	3615	1466	2696	46.5%	18.9%	34.7%	7777	10786	72.1%
E Boston	11	107	1365	492	5.5%	69.5%	25.1%	1964	3403	57.7%

Grades K to 8 - Bilingual Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	533	17	1047	33.4%	1.1%	65.6%	1597	1975	80.9%
West	243	135	1247	15.0%	8.3%	76.7%	1625	1850	87.8%
North	364	134	2507	12.1%	4.5%	83.4%	3005	3600	83.5%
North*	362	41	2185	14.0%	1.6%	84.4%	2588	2825	91.6%
E Boston	2	93	322	0.5%	22.3%	77.2%	417	775	53.8%

Grades K to 8 - SPED .4 Students

Zone	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	712	286	175	60.7%	24.4%	14.9%	1173	1392	84.3%
West	673	262	213	58.6%	22.8%	18.6%	1148	1512	75.9%
North	483	313	360	41.8%	27.1%	31.1%	1156	1460	79.2%
North*	476	171	335	48.5%	17.4%	34.1%	982	1232	79.7%
E Boston	7	142	25	4.0%	81.6%	14.4%	174	228	76.3%

Grades K to 8 - All Students

Zone	Sch	Black	White	Other	Black%	White%	Other%	Total	Seat	Utilization Percentage
East	27	7802	3068	2523	58.3%	22.9%	18.8%	13393	16604	80.7%
West	37	7202	3399	3228	52.1%	24.6%	23.3%	13829	18295	75.6%
North	38	4569	3278	6055	32.9%	23.6%	43.6%	13902	19249	72.2%
North*	27	4453	1678	5216	39.2%	14.8%	46.0%	11347	14843	76.5%
E Boston	11	116	1600	839	4.5%	62.6%	32.8%	2555	4406	58.0%
Total:	102	19573	9745	11806	47.6%	23.7%	28.7%	41124	54148	76.0%

Explanations:

*The boundaries of the three zones are those proposed by Alves and Willie, the two consultants. The 01/05/89 student tape was used for the calculation.*





**APPENDIX F**

**A FINANCIAL PROPOSAL BY SUPERINTENDENT LAVAL S. WILSON  
FOR REMODELING, REPAIR AND RENOVATION OF  
BOSTON PUBLIC SCHOOLS  
AND TO HELP SUPPORT  
THE IMPLEMENTATION OF THE BOSTON EDUCATION PLAN  
AND  
THE NEW STUDENT ASSIGNMENT PLAN**

**January 25, 1989**

**Original Plan Submitted to the Boston School Committee  
and Mayor Raymond L. Flynn on April 11, 1988**



A FINANCIAL PROPOSAL BY SUPERINTENDENT LAVAL S. WILSON  
FOR REMODELING, REPAIR AND RENOVATION OF  
BOSTON PUBLIC SCHOOLS  
AND TO HELP SUPPORT  
THE IMPLEMENTATION OF THE BOST EDUCATION PLAN  
AND  
THE NEW STUDENT ASSIGNMENT PLAN

INTRODUCTION

"A School building with clean floors and windows, intact window shades, clean chalkboards and clocks that keep time is as good a measure of community support of the schools as any dollar figure in the municipal budget. Schools in a caring community are swept and washed and polished."

The Boston Globe, Sunday, January 22, 1989

Boston parents, educators, students, School Committee members, City Council members, governmental officials and legislators tend to agree that the quality of the facilities in which we educate our students is important for a quality instructional effort.

Clearly, quality education will suffer if our youth are continually educated in dilapidated buildings, schools which have not been painted in fifteen years, classrooms which have outmoded and outdated lighting, ceilings which leak water onto desks everytime it rains, shades which have gaping holes and blackboards which will not hold chalk because of the age of the slate. The descriptions I have just outlined are not examples of the conditions of the facilities of some backwoods school system in rural Mississippi or Alabama. These conditions exist today in the Commonwealth of Massachusetts and in the school system of Boston. In 1989, some of the worst facilities in the country house our city's young people each day that they attend a public school.

The extremely poor condition of the Boston Public Schools has been documented in two recent reports. The facilities initiative of The



Boston Education Plan clearly described the deteriorated conditions of the Boston Schools. Michael Manzo, Senior Vice President of the Beal Companies, served as the project manager for the Facilities Report. The document submitted to the Superintendent of Schools in the spring of 1987 indicated the following:

- o Boston's disgracefully deteriorated school buildings demoralize teachers, students, and parents and act as one of the major disincentives to parents considering the public schools.
- o The boilers, roofs, and electrical systems of Boston schools have seriously deteriorated because of years of inadequate capital funding; these less visible items are a priority and must be corrected first.

A second report on the condition of the Boston facilities was published in November of 1987 by Jorgensen Associates. The Development of a Maintenance Improvement Program for the Boston Public Schools also pointed out the poor condition of the schools. This document indicated that:

- o Based on a review of the physical condition of many of the City's schools, there can be little doubt in anyone's mind that past maintenance efforts have been ineffective. The result today is that many of the City's schools have fallen into a state of disrepair.

Without question the physical condition of the Boston Public Schools have deteriorated over a number of years. This deterioration must end and all facilities must be brought up to first-class status within a short period of time. Both The Boston Education Plan and the Jorgensen Report recommend major renovations and repairs for the schools of Boston. In addition, both reports recommend that a substantial amount of money must be appropriated in the school system's budget for ongoing maintenance in order to keep the buildings in good shape, once improvements have been accomplished.



The 1988-89 fiscal year Budget Advisory Committee to the Superintendent has also recommended that the improvement of our school facilities should be a top priority. Furthermore, the Mayor of the City of Boston has supported increases in the City's capital budget to help in the renovation of some of our most deteriorated facilities. Considerable documentation, therefore, exists concerning the dire need to repair the facilities of the Boston Public Schools.

#### RECOMMENDATIONS FOR FINANCING

##### REMODELING AND REPAIR OF SCHOOLS, AND FOR ASSISTING TO FINANCE THE BOSTON EDUCATION PLAN AND THE NEW STUDENT ASSIGNMENT PLAN

A major infusion of new funds must be made available within a short period of time if substantial progress is to be achieved in renovating our physical plants, implementing a new assignment plan and improving education programs. Included in the plan will be the sale of 26 Court Street, a local bonding effort, a short-term increase in the excise taxes on jet fuel and hotels, and a long-term increase in the School Department's annual maintenance budget. Each component is dealt with individually below.

#### REQUIRES MAYOR AND CITY COUNCIL ENACTMENT

##### SELLING THE 26 COURT STREET FACILITY AND UTILIZING THE FUNDS FOR IMPROVING SCHOOL FACILITIES THROUGHOUT THE CITY

I continue to believe that the Boston Public Schools must have adequate funds to renovate our school buildings. It will be very difficult to attract students to attend the Boston Public Schools if the internal appearance of so many of our schools continue to look extremely deteriorated. The old Roosevelt Middle School has recently been converted into the Hernandez Two-Way Bilingual School.





Approximately \$800,000 transformed the inside of the Hernandez into a functional, beautiful, and very enticing building. Obtaining the necessary funds to renovate other school buildings in a similar fashion has been the major obstacle to school renovations in our City.

Two years ago, I suggested that the School Department could sell 26 Court Street and move to another facility. Funds from the sale of the central office could then be used to assist in paying for the costs of school renovations. For this procedure to work, the concurrence of the Mayor would be necessary. I am very pleased that Mayor Raymond Flynn recently publicly supported the idea that 26 Court Street should be sold and he would support the use of the funds from the sale of the property to be used for school renovations.

I strongly recommend that the School Department, in collaboration with the City's Public Facilities Department, and the Department of Capital Planning, begin to draw up specifications concerning the sale of 26 Court Street. In addition, these three City departments need to work together to plan the office space requirements of the new School Department headquarters.

It is my recommendation that the Boston School Department utilize part of Brighton High School as the new administrative headquarters. I am also recommending that the Taft Middle School be consolidated into Brighton High. Space will be available at Brighton High School, not only to accommodate the Taft Middle School program, but also the central office.

Although Brighton is located in the West section of the newly proposed North Zone, a number of transportation routes can be utilized to travel to and from that facility. In addition, Brighton High



School has sufficient parking space to accommodate staff and visitors. Parking is practically non-existent at 26 Court Street.

**REQUIRES MAYOR AND CITY COUNCIL ENACTMENTS**

**CITY OF BOSTON BONDING FOR  
IMPROVING SCHOOL FACILITIES THROUGHOUT THE CITY**

As part of a master plan for financing the renovations of the Boston Schools, I propose that the City of Boston undertake a twenty-year bonding program to raise \$28 million of funding specifically for the repair and renovation of the Boston Schools. The bonding process would be completed during 1989 and funds would be available for use by the year 1990. This new funding would be in addition to capital funds already allocated to the Boston Schools.

The facilities recommendations of The Boston Education Plan and Jorgensen Report point out the major need for annual maintenance increases in order to keep the schools of Boston in good working condition. Concomitant with approval of the proposed master plan for funding school renovations, the Boston Mayor, City Council, School Committee, and Superintendent will commit to a long-term plan to increase the annual maintenance budget of the Boston Public Schools. Beginning with the 1990 fiscal year the maintenance budget of the Boston Public Schools will be increased by \$11.7 million. This annual appropriation increase should be adequate to keep the facilities in good shape once they have been initially renovated. Provision for proper maintenance of facilities is a pre-condition of receiving state legislative support for funding for our buildings.



REQUIRES STATE LEGISLATIVE ENACTMENTS  
IN ADDITION TO MAYOR AND CITY COUNCIL ENACTMENTS

INCREASE IN THE EXCISE TAX ON JET FUEL  
FOR IMPROVING SCHOOL FACILITIES THROUGHOUT THE CITY

Boston now charges an excise tax on jet fuel which works out to about \$2.20 per each passenger flying out of the city from Logan airport. I propose a \$1 increase in this tax, the revenue to be dedicated to the repair and renovation of school buildings. Using FY1988 City of Boston Budget Projections as a base of calculations, the addition to the jet fuel tax will yield the City \$6.5 million a year, for a total of a minimum of \$26 million over a four year period.

When I initially proposed this increase in the jet fuel tax, my recommendation was to share the revenue with the ten other cities in the Commonwealth which also have a very high concentration of students of low income families in their public schools. I reasoned that sharing with Springfield, Chelsea, Holyoke, Lawrence and others, we could build the political support needed to obtain legislation approval. I no longer believe we can afford to share the money because the intense pressure brought on our schools by the new student assignment plan makes the immediate need of our schools too great. And, in the legislature there appears to be a growing realization that local taxing authority needs to be augmented, in ways such as this.

SUMMARY OF RECOMMENDATIONS TO FINANCE REPAIR  
AND RENOVATION OF FACILITIES

New Bonding Authoring	\$28 million over a five year period
Sale of 26 Court Street	\$24 million realized within three years
Increase in the Jet Fuel Tax	\$26 million over a four year period
TOTAL FOR FACILITIES:	\$78 million, 1990-95



It must be understood that the new funding will not supplant other revenues committed to maintain and improve school facilities.

**INCREASE IN THE HOTEL/MOTEL EXCISE TAX**  
**FOR IMPROVING EDUCATIONAL PROGRAMS AND IMPLEMENTING**  
**THE NEW STUDENT ASSIGNMENT PLAN**

At the present time major cities in the United States with which Boston competes for convention business are charging 11% and higher excise taxes on hotel rooms. For example, New York and New Orleans charge 11%; Los Angeles and Chicago charge 12% and 12.1%; Seattle charges 13.1% and Houston charges 14%. In contrast to these cities, Boston's rate of 9.7% is low.

I recommend a short-term four year increase in the hotel/motel excise of 2%, with the revenue dedicated to educational improvement. Like the Equal Educational Opportunity Grant funds, the revenue would be maintained in segregated account and the School Committee would approve a separate budget restricted to implementation of the Boston Education Plan and the New Student Assignment Plan.

Again using FY1988 figures from the City's budget, the yield from this source is calculated as \$6,916,000 in FY1990, and \$29,368,545 over the four year span proposed for the increase. After the four year period, the appropriateness of the annual, ear-marked supplement would be evaluated and recommendation made for deleting, continuing or increasing the amount.

The new revenue targeted to educational improvement would be an amount slightly more than the Chapter 636 grant. Alone, it is not enough to expect miracles, but combined with an annual budget that supports cost of living increases and inflation in fixed costs, the School Committee, City Council, Mayor and Boston Legislators could





reasonably expect to see substantial improvements in the key indicators of school success.

- o number of students completing each grade;
- o number of students completing high school;
- o number of students entering post-secondary training;
- o number of students passing and scoring well on state tests of basic skills;
- o number of students scoring at or above national norms in reading and mathematics.

#### SUMMARY OF REVENUE FOR SCHOOL IMPROVEMENT

Increase in the hotel/motel excise tax	\$29.3 million over a four year period
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#### CONCLUSION

This proposal puts before the School Committee, the Mayor and the City Council recommendations totalling \$107 million dollars to be available over a five year period. These funds are to be strictly targeted to the major challenges facing our schools: making the schools habitable and welcoming; improving our educational program; and putting in place a new, more "user-friendly" student assignment plan. These are exceptionally important initiatives for our students and for the city as a whole. At a minimum the recommendations deserve very serious discussion, and I hope either these measures or others in like amount will be adopted.



# SUMMARY OF FINANCE RECOMMENDATIONS

SOURCE	NEW DOLLARS	TIME PERIOD	DEDICATED USE	APPROVALS NEEDED
Sale of 26 Court Street	\$ 24 million	Available FY90 or FY91	Renovation & Repair of School Building	Mayor, City Council
City of Boston Bonding Authority	\$ 28 million	Available FY90 20 year bond period	Renovation & Repair of School Building	Mayor, City Council
Jet Fuel Excise Tax Increase	\$ 26 million	Over four years FY90 - FY94	Renovation & Repair of School Building	Mayor, City Council, State Legislature
Hotel/Motel Excise Tax Increase	\$ 29,368,545	Over four years FY90 - FY94	Implement the Boston Education Plan and the New Student Assignment Plan	Mayor, City Council State Legislature
Total New Revenue	\$107,368,545			
Annual Maintenance Budget	\$11.7 million - FY90			



**RECOMMENDATIONS FOR FINANCING RENOVATIONS, REMODELING  
AND REPAIRS FOR SCHOOLS THROUGHOUT THE CITY**

The issue in the school community is not a lack of will or commitment to improving the facilities available for our students. The issue has been a lack of revenue. The revenue package proposed for carrying out repairs to facilities is described in the attachments to this report. In summary, the proposal is:

REVENUE SOURCE	NEW DOLLARS	TIME PERIOD
Sale of 26 Court Street	\$24 million	Available FY90 or 91
City of Boston Bonding Authority	\$28 million	Available FY90 - 20 year bonding period
Jet Fuel Excise Tax Increase from 5% to 7.25%	\$26 million	Available over a four year period FY90 - FY94
<b>TOTAL NEW REVENUE:</b>	<b>\$78 million</b>	



RESPONSIBILITY CENTERS

SCHOOLS

FY1990

(continued)

<u>CODE</u>	<u>RESPONSIBILITY CENTER</u>	<u>DISTRICT</u>	<u>LEVEL</u>
609	Boston	E	High
612	<u>Boston Latin School</u>	E	High
615	<u>Boston Latin Academy</u>	E	High
618	<u>Boston Technical</u>	E	High
624	<u>Brighton</u>	A	High
627	<u>J. E. Burke</u>	C	High
630	Charlestown	D	High
633	Snowden International	E	High
636	Dorchester	C	High
641	East Boston	D	High
644	English	E	High
651	<u>Hyde Park</u>	B	High
654	Jamaica Plain	A	High
657	<u>Madison</u>	E	High
669	<u>South Boston</u>	C	High
672	Umana	E	High
675	<u>West Roxbury</u>	B	High





OFFICE OF CAPITAL PLANNING  
 CAPITAL BUDGET  
 SCHOOL DEPARTMENT 1989

PROJECT	DESIGN & CONSTRUCTION	PROJECT MGMT	TOTAL PROJECT BUDGET
-----			
Boston Technical High School	\$615,778	\$20,054	\$635,832
Burke High School	\$513,695	\$14,099	\$527,794
Dearborn School	\$405,826	\$18,867	\$424,693
Gavin School	\$422,715	\$8,565	\$431,280
Halley School	\$23,300	\$5,115	\$28,415
Hennigan School	\$455,900	\$20,516	\$476,416
Hyde Park High School	\$271,646	\$8,441	\$280,087
Levanburg School	\$351,460	\$10,517	\$361,977
Madison Park High School	\$495,396	\$0	\$495,396
Wheatley School	\$418,183	\$14,616	\$432,799
Asbestos Removal (4 Schools)	\$3,020,100	\$135,900	\$3,156,000
Burke High School	\$1,579,944	\$85,000	\$1,664,944
Egress Work (6 Schools)	\$1,127,094	\$49,613	\$1,176,707
Emerson School	\$151,121	\$7,020	\$158,141
Hennigan School	\$1,129,887	\$52,113	\$1,182,000
Hernandez School	\$1,252,482	\$81,518	\$1,334,000
Roof Replacement (2 Schools)	\$662,011	\$31,471	\$693,482
Roof replacement (42 Schools)	\$6,030,492	\$271,269	\$6,301,761
South Boston High School	\$2,763,018	\$108,068	\$2,871,086
Tobin School	\$570,000	\$21,000	\$591,000
Dearborn School	\$590,494	\$32,643	\$623,137
Mather School	\$510,467	\$24,053	\$534,520
Levanburg School	\$722,136	\$29,207	\$751,343
Boston Latin Academy	\$14,250,000	\$750,000	\$15,000,000
Boston Latin School	\$19,140,000	\$860,000	\$20,000,000
Central Kitchen Facility	\$1,774,493	\$83,615	\$1,858,108
Holland School	\$1,471,802	\$11,624	\$1,483,426
Madison Park High School	\$994,762	\$8,708	\$1,003,470
Lee School	\$305,746	\$11,690	\$317,436
Thompson School	\$1,195,991	\$30,825	\$1,226,816
Emerson School	\$655,619	\$40,175	\$695,794
Shaw, P. School	\$918,752	\$37,350	\$956,102
Shaw, R. G. School	\$1,576,957	\$61,000	\$1,637,957
Ellis School	\$437,909	\$15,750	\$453,659
Holmes School	\$865,072	\$38,928	\$904,000
Lewis School	\$714,833	\$32,167	\$747,000
Longfellow School	\$489,406	\$22,761	\$512,167
Kenny School	\$444,916	\$20,664	\$465,580
Taylor School	\$548,729	\$25,556	\$574,285
Timilty School	\$800,478	\$40,364	\$840,842
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SUBTOTAL	\$70,668,610	\$3,140,842	\$73,809,452



OFFICE OF CAPITAL PLANNING  
CAPITAL BUDGET  
SCHOOL DEPARTMENT 1989

PROJECT	DESIGN & CONSTRUCTION	PROJECT MGMT	TOTAL PROJECT BUDGET
White Stadium	\$4,067,345	\$191,655	\$4,259,000
W. Roxbury/Murphy Schools	\$10,043,000	\$328,000	\$10,371,000
Chittick School	\$684,332	\$30,688	\$715,020
Dickerman School	\$241,431	\$10,827	\$252,258
Elliot School	\$477,867	\$21,429	\$499,296
Farragut School	\$499,512	\$22,400	\$521,912
Guild School	\$263,909	\$11,834	\$275,743
Hale School	\$395,448	\$17,733	\$413,181
Holmes School	\$519,494	\$23,295	\$542,789
Lewis School	\$2,090,460	\$93,743	\$2,184,203
Longfellow School	\$451,227	\$20,234	\$471,461
Mackey School	\$432,910	\$19,413	\$452,323
O'Hearn School	\$631,051	\$28,298	\$659,349
Wheatley School	\$1,477,725	\$66,266	\$1,543,991
Irving School	\$958,232	\$42,970	\$1,001,202
King School	\$1,058,134	\$47,450	\$1,105,584
Beethoven School	\$133,204	\$5,973	\$139,177
Perkins School	\$199,805	\$8,960	\$208,765
Kennedy, P. J. School	\$289,718	\$12,992	\$302,710
Brighton High School	\$610,238	\$27,365	\$637,603
Curley, M. School	\$433,743	\$19,450	\$453,193
Edwards School	\$393,783	\$17,658	\$411,441
Rogers School	\$375,468	\$16,837	\$392,305
Gavin School	\$239,235	\$10,750	\$249,985
Shaw R.G. School	\$239,235	\$10,750	\$249,985
Bradley School	\$519,098	\$23,400	\$542,498
Fuller School	\$640,593	\$28,800	\$669,393
Irving School	\$2,037,086	\$91,700	\$2,128,786
King School	\$1,577,874	\$71,000	\$1,648,874
Timilty School	\$1,153,843	\$51,900	\$1,205,743
Wilson School	\$1,326,736	\$59,700	\$1,386,436
Winthrop School	\$985,344	\$44,300	\$1,029,644
Taft School	\$476,555	\$21,400	\$497,955
Curley, M. School	\$660,862	\$29,700	\$690,562
Asbestos Removal	\$9,550,000	\$450,000	\$10,000,000
Lead Evaluation	\$95,700	\$4,300	\$100,000
Years 6, 7, 8	\$38,200,000	\$1,800,000	\$40,000,000
TOTAL ALL SCHOOLS	\$155,098,806	\$6,924,012	\$162,022,818 *

Note well: The current total of approved projects is \$147 million. This total of \$162 million is the new, increased amount recommended to the Mayor by the Office of Capitol Planning. The increase will be used entirely for abatement of problems caused by asbestos and lead in water and paint.



# STATUS OF UFP PROJECTS

OCTOBER 12, 1988

## FIRST YEAR UFP COURT PRIORITIES

<u>PROJECT NAME</u>	<u>NEIGHBORHOOD</u>	<u>SBA8 STATUS</u>	<u>WORK STATUS</u>	<u>SCOPE OF WORK</u>	<u>TOTAL COST</u>
Boston Tech	Roxbury	Approved 6/85	Complete	Boiler	\$644,000
Wheatley	Roxbury	Approved 6/85	Complete	Boiler	\$437,000
Dearborn	Roxbury	Approved 6/85	Complete	Boiler	\$425,000
Lewenberg	Mattapan	Approved 11/85	Complete	Boiler	\$332,000
Gavin	South Boston	Approved 11/85	Complete	Boiler	\$437,000
Haley	Hyde Park	Approved 11/85	Complete	Boiler	\$29,000
Burke	Roxbury	Approved 3/86	Complete	Boiler	\$537,000
Madison Park	Roxbury	Approved 11/85	Complete	Roof	\$433,000
Hyde Park HS	Hyde Park	Approved 2/86	Complete	Boiler	\$479,000
Hennigan I	Jamaica Plain	Approved 11/86	Complete	Roof	\$500,000



OCTOBER 12, 1988

**SECOND YEAR LEP  
COURT PRIORITIES**

PROJECT NAME	NEIGHBORHOOD	SBAR STATUS	WORK STATUS	SCOPE OF WORK	TOTAL COST
Burke	Roxbury	Approved 4/87	Punchlist	Modernize	\$1,974,599
S. Boston High	S. Boston	Approved 4/87	Complete	Modernize	\$2,952,000
Tobin	S. Boston	Approved 4/87	Punchlist	Modernize	\$590,948
S. Boston - PH II	S. Boston	Submit FY '89	Prelim Design	Roof/Windows	\$758,309
<b>ASBESTOS PROJECTS</b>					
Brighton HS	Brighton	Approved 5/87	Complete	Asbestos	\$1,850,733
Lewengery	Mattapan	Approved 5/87	Complete	Asbestos	
O'Hearn	Dorchester	Approved 5/87	Complete	Asbestos	
Edison	Brighton	Approved 5/87	Complete	Asbestos	
Emerson	Roxbury	Approved 2/88	Complete	Boiler	\$163,020
Lee	Mattapan	Approved 6/87	Complete	Roof	\$449,048
Cleveland	Dorchester	Approved 6/88	Complete	Roof	\$295,159
Hernandez I	Roxbury	Approved 6/87	Complete	Modernize	\$794,200
Lewenberg	Mattapan	Approved 6/88	Bid Protest	Windows	\$449,060
Mather	Dorchester	Approved 6/88	Bid Protest	Windows	\$534,520
Dearborn	Roxbury	Approved 6/88	Bid Protest	Windows	\$725,420
Hernandez II	Roxbury	Approved 6/88	Const Start 11/88	Windows	\$539,800
Russell	Dorchester	Approved 6/88	Construction	Egress	\$111,552
Edwards	Charlestown	Approved 6/88	Construction	Egress	\$263,289
Kennedy	East Boston	Approved 6/88	Construction	Egress	\$144,980
Brighton HS	Brighton	Approved 6/88	Construction	Egress	\$501,719
Fifield	Dorchester	Approved 6/88	Construction	Egress	\$93,555
Hale	Roxbury	Approved 6/88	Construction	Egress	\$64,904
Hennigan II	Jamaica Plain	Submit FY '89	Design Devlpmt	Roof, HVAC	\$1,182,000
18 Roof Projects	Various	Submit FY '89	Working Drawgs	Roof	\$1,356,389
19 Roof Projects	Various	Submit FY '89	Working Drawgs	Roof	\$1,069,390

**COURT APPROVED**





# STATUS OF UFP PROJECTS

OCTOBER 12, 1988

## THIRD YEAR UFP COURT PRIORITIES

PROJECT NAME	NEIGHBORHOOD	SBAB STATUS	WORK STATUS	SCOPE OF WORK	TOTAL COST
Ellis	Roxbury	Approved 3/88	Construction	Modernization	\$453,659
P. Shaw	Dorchester	Approved 3/88	Construction	Modernization	\$958,262
R. Shaw	West Roxbury	Approved 3/88	Construction	Modernization	\$1,637,957
Emerson	Roxbury	Approved 2/88	Construction	Modernization	\$937,861
Thompson	Dorchester	Approved 2/88	Construction	Modernization	\$715,825
Lee	Mattapan	Approved 2/88	Construction	Modernization	\$104,376
COURT APPROVED					
Madison Park **	Roxbury	No SBAB	Complete	Various	\$800,000
Madison Park **	Roxbury	No SBAB	Not begun	Design Only	\$241,000
Longfellow	Roslindale	Approved 6/88	Const Start 12/88	Heating	\$590,000
Taylor	Mattapan	Approved 6/88	Const Start 12/88	Heating	\$739,000
Kenny	Dorchester	Approved 6/88	Const Start 12/88	Heating	\$645,000
Timilty	Roxbury	Submit FY '89	Working Drwgs	Plumbing/Htg	\$1,029,661
Holmes	Dorchester	Submit FY '89	Working Drwgs	Heating	\$904,000
Lewis	Roxbury	Submit FY '89	Working Drwgs	Heating	\$747,000
Barnes	East Boston	Design Delmat	Working Drwgs	Heating	b

\*\* The Madison Project replaced the Boston Tech Project



# STATUS OF UFP PROJECTS

OCTOBER 12, 1988

## FOURTH YEAR UFP

PROJECT NAME	NEIGHBORHOOD	SBAR STATUS	WORK STATUS	SCOPE OF WORK	TOTAL COST
Mackey	South End	Submit FY '89	Des Sel Complete	Modernization	\$520,085
Wheatley	Roxbury	Submit FY '89	Des Sel Complete	Modernization	\$1,775,294
Lewis	Roxbury	Submit FY '89	Des Sel Complete	Modernization	\$2,511,415
Holmes	Dorchester	Submit FY '89	Des Sel Complete	Modernization	\$624,104
Hale	Roxbury	Submit FY '89	Des Sel Complete	Modernization	\$475,079
Longfellow	Roslindale	Submit FY '89	Des Sel Complete	Modernization	\$542,090
Chittick	Mattapan	Submit FY '89	Des Sel Complete	Modernization	\$822,137
Guild	East Boston	Submit FY '89	Des Sel Complete	Modernization	\$317,052
Farragut	South End	Submit FY '89	Des Sel Complete	Modernization	\$600,099
Dickerman	Roxbury	Submit FY '89	Des Sel Complete	Modernization	\$290,049
O'Hearn	Dorchester	Submit FY '89	Des Sel Complete	Modernization	\$758,126
Eliot	North End	Submit FY '89	Des Sel Complete	Modernization	\$574,095
P. Kennedy	East Boston	Submit FY '89	Prelim Design	Modernization/ <del>electrical</del>	\$348,058
M. Curley	Jamaica Plain	Submit FY '89	Des Sel Complete	Windows	\$521,086
Edwards	Charlestown	Submit FY '89	Des Sel Complete	Windows	\$473,078
Rogers	Hyde Park	Submit FY '89	Des Sel Complete	Windows	\$451,076
Brighton HS	Brighton	Submit FY '89	Des Sel Complete	Windows	\$733,121
King	Roxbury	Submit FY '89	Prelim Design	Heating	\$1,271,210
Irving	Roslindale	Submit FY '89	Prelim Design	Heating	\$1,151,191
Beethoven	West Roxbury	Submit FY '89	Prelim Design	Plumbing	\$160,027
Perkins	South Boston	Submit FY '89	Prelim Design	Electrical	\$240,040



# STATUS OF UFP PROJECTS

OCTOBER 12, 1988

## ELEITH YEAR UFP

PROJECT NAME	NEIGHBORHOOD	SBAB STATUS	WORK STATUS	SCOPE OF WORK	TOTAL COST
King, M.L.	Roxbury	Submit	Not Begun	Modernize	\$1,248,878
Timilty	Roxbury	Submit	Not Begun	Modernize	\$1,205,766
Wilson	Dorchester	Submit	Not Begun	Modernize	\$1,386,439
Irving	Roslindale	Submit	Not Begun	Modernize	\$2,128,755
Taft	Brighton	Submit	Not Begun	Heating	\$498,000
Curley	Jamaica Plain	Submit	Not Begun	Heating	\$690,601
Bradley	East Boston	Submit	Not Begun	Modernize	\$542,457
Fuller	Jamaica Plain	Submit	Not Begun	Modernize	\$669,420
Winthrop	Roxbury	Submit	Not Begun	Modernize	\$1,029,684
Shaw, R.G.	West Roxbury	Submit	Not Begun	Handicap Acc	\$250,000
Gavin	So. Boston	Submit	Not Begun	Handicap Acc	\$250,000

Complete Window Project UFP Year 3

Complete Roof Replacement Project UFP Year 2

## SPECIAL PROJECTS

PROJECT NAME	NEIGHBORHOOD	SBAB STATUS	WORK STATUS	SCOPE OF WORK	TOTAL COST
Holland	Dorchester	Approved 9/86	Complete	Restoration	\$1,407,000
Latin School	Boston	Approved 4/88	Construction	Modernize	\$20,000,000
Lation Academy	Roxbury	Submit FY '89	Design Devlpmt	Modernize	\$15,000,000
West Roxbury	West Roxbury	No SBAB	99% Complete	Masonry	\$6,500,000
Ctr'l Kitchen	Dorchester	Submit 5/87	Bid Rec'd	Renovation	\$1,858,108
Murphy	Dorchester	Submit FY 89	Bid Rec'd	Masonry	\$3,351,000
White Stadium	Roxbury	Submit FY '89	Re-Design	Renovation	\$5,259,000



## SCHOOL BUILDINGS

## TYPE A SCHOOL

## TOTAL AREA

## POTENTIAL SCHOOL SAMPLE

Barton (Harrison) School	35,000
Phillips (Bentley) School	49,474
William Carter School	34,004
Robert F. Daniel School	31,430
William McKinley School	17,299
Marion Williams School	18,396
Samuel Adams School	41,336
Barton (Highway) School	16,940
Marion (Baldwin) School	27,777
Phonics (Baker) School	27,936
Beverly (Hill) School	37,452
Marion (E. Bradley) School	33,120
William E. Channing School	32,582
James J. Chittick School	47,424
Robert (Clay) School	29,440
George H. Conley School	25,281
James R. Curley School	33,004
Paul A. Dwyer School	130,036
Quincy (L. O'Donnell) School	20,650
Claret School	32,992
David R. Ellis School	51,123
Ralph (Hale) Emerson School	19,629
William E. Emmett School	21,560
Edward Everett School	30,634
Farrington School	35,055
Emily R. Field School	31,654
Margaret Fuller School	19,087
Thomas (H.) School	53,196
James R. Burfield School	47,314
Clara (Greenwood) School	49,130
Sarah (Greenwood) School	58,452
Henry (Hill) School	32,216
Curran (Hill) School	32,127
Nathan Hale School	23,004
Dennis (Hale) School	38,935
Alfred (H. Hamilton) School	31,570
Rafael Hernandez School	17,250
Henry L. Higginson School	22,968
John F. Kennedy School	49,194
Patrick J. Kennedy School	27,086
Thomas J. Kennedy School	37,510
Joyce Kilmer School	24,695
Lamprell (Hill) School	43,441
Joseph P. Manning School	17,391
Samuel H. Mason	27,642
Nathan (Hill) School	76,774
Ellis (Hill) School	31,092
Robert (Hill) School	16,240
Ralph E. O'Donnell School	24,640
Patrick O'Meara School	30,000
James O'Sullivan School	35,001
Francis Perkins School	36,091
Michael J. Perkins School	20,407
Oliver H. Perry School	37,276
John O. Philbrick School	19,400
Franklin D. Roosevelt School	31,370
William E. Russell School	57,535
Pauline A. Shaw School	32,706
Lucy Stone School	27,281
Charles Sumner School	49,105
Charles A. Taylor School	49,702
Wendell School	41,016
John W. Thompson School	40,530
Jessie L. Warren	14,700

TOTAL SQUARE FOOT AREA 2,231,120

## POTENTIAL SCHOOL

## COST/SF

1. Roof	93.00
2. Windows	91.50
3. Paint	90.60
4. Plaster	90.25
5. Heating	91.00
6. Electrical	92.00
7. Cafeteria	90.50
8. Library	90.50
9. Ceilings	90.00
10. Floor	91.30
11. Intercom	90.15
12. Fire Alarm System	90.30
13. Furniture	90.10

Miscellaneous Repair 91.00

Total Cost/SF 912.20

## TOTAL POTENTIAL IMPROVEMENT COST

## TYPE A SCHOOLS

912.20 / SF X 2,231,120 SF = 2,025,664

Estimated Costs of Bringing Boston Schools  
Up to First-Class Status, Extrapolated  
from Sample Schools Subjected to In-Depth  
Analysis

## TYPE B SCHOOL

## TOTAL AREA

## BUTR SCHOOL SAMPLE

Barton High School	80,364
Joseph Barnes School	105,762
Braver (Cleveland) School	172,034
Mary E. Curley School	122,183
Beaumont (Formerly Roxbury High)	112,120
Thomas A. Edison School	100,500
Clarence E. Edwards School	81,668
Patrick F. Barry School	107,077
Oliver W. Holmes School	60,200
Washington Irving School	110,377
Marion Luther King School	100,059
Solomon Lowenberg School	105,480
Lucas School	76,220
Charles Mackay School	70,258
John McCormack School	234,624
William B. Rogers School	69,072
Theodore Roosevelt School	64,313
Robert G. Shaw School	93,374
William H. Taft School	113,199
Frank V. Thompson School	71,095
James P. Tully School	83,120
Woodrow Wilson School	97,130
James Hurley School	41,479
Donald McKay School	79,082
Maurice J. Tobin School	64,091
Warren-Priscott School	59,330

TOTAL SQUARE FOOT AREA 2,491,099

## BUTR SCHOOL

## COST/SF

1. Roof	90.00
2. Windows	91.50
3. Paint	90.75
4. Plaster	90.25
5. Heating	91.00
6. Electrical	92.00
7. Cafeteria	90.50
8. Library	90.00
9. Ceilings	90.00
10. Floor	91.30
11. Intercom	90.15
12. Fire Alarm System	90.30
13. Furniture	90.10

Miscellaneous Repair 91.00

Total Cost/SF 90.85

TOTAL POTENTIAL IMPROVEMENT COST  
TYPE B SCHOOLS

90.85 / SF X 2,491,099 SF = 2,262,053.306





TYPE C SCHOOL	TOTAL AREA
MARSHALL SCHOOL SAMPLE	
Aquasize School	115,400
Blackstone School	194,260
James Condon School	140,426
Harvard-Lent School	93,350
James Hennigan School	137,880
John Halland School	137,125
Jackson-Horn School	201,824
Joseph Lee School	153,360
John Marshall School	141,091
Kittahunt School	171,025
Robert J. Murphy School	179,000
William H. Oberdinger School	87,000
Jersey Quilley School	156,630
William A. Trotter School	79,600
Joseph P. Tynan School	120,000
TOTAL SQUARE FEET	2,067,891

TYPE D SCHOOL	TOTAL AREA
BRIGHTON HIGH SCHOOL SAMPLE	
Boston Latin Academy	0 (included under UFP)
Boston Latin School	0 (included under UFP)
Boston Technical High	332,366
Brighton High School	175,772
James E. Burke High School	150,375
Charlestown High School	176,803
Casely Square High School	36,409
Dorchester High School	153,460
East Boston High School	190,638
Emerson High School	379,785
Hubert Humphrey, D.R.C.	350,000
Hyde Park High School	180,023
Jamaica Plain High School	221,500
Mattapan High School	559,764
South Boston High School	159,320
Uxama Technical High School	169,000
West Roxbury High School	221,728
TOTAL SQUARE FEET	3,456,934

MARSHALL SCHOOL	COST/SF
1. Roof	\$3.00
2. Windows	\$0.00
3. Paint	\$0.60
4. Plaster	\$0.00
5. Heating	\$0.00
6. Electrical	\$0.00
7. Cafeteria	\$0.00
8. Library	\$0.00
9. Ceilings	\$0.80
10. Floor	\$1.30
11. Intercom	\$0.15
12. Fire Alarm System	\$0.30
13. Furniture	\$0.10
Miscellaneous Repair	\$0.50
Total Cost/SF	\$6.75
TOTAL POTENTIAL IMPROVEMENT COST TYPE C SCHOOLS	
\$6.75 / SF X 2067891 SF =	\$13,958,264

BRIGHTON HIGH SCHOOL	COST/SF
1. Roof	\$0.00
2. Windows	\$1.50
3. Paint	\$0.00
4. Plaster	\$0.00
5. Heating	\$1.00
6. Electrical	\$2.00
7. Cafeteria	\$1.00
8. Library	\$0.00
9. Ceilings	\$0.00
10. Floor	\$1.20
11. Intercom	\$0.15
12. Fire Alarm System	\$0.00
13. Furniture	\$1.10
14. Lab	\$1.00
15. Storage Closets	\$0.20
16. Hardware	\$1.00
17. Blackboard	\$0.20
18. Lockers	\$0.15
19. Audition	\$1.00
20. Gym Lockers & Shower	\$0.75
21. Bathroom	\$1.25
Miscellaneous Repair	\$1.00
Total Cost/SF	\$14.60
TOTAL POTENTIAL IMPROVEMENT COST TYPE D SCHOOLS	
\$14.60 / SF X 3456934 SF =	\$50,471,226

#### SUMMARY POTENTIAL COSTS

1. TYPE A SCHOOLS	\$27,219,664
2. TYPE B SCHOOLS	\$22,053,306
3. TYPE C SCHOOLS	\$13,958,264
4. TYPE D SCHOOLS	\$50,471,226
TOTAL POTENTIAL COST ALL TYPES - ALL SCHOOLS	\$113,702,460



COSTS FOR RENOVATION (ESTIMATE)

EARLY LEARNING CENTER

SCHOOL: Hemenway  
LOCATION: Readville, Hyde Park  
DESCRIPTION: 7 Rooms, 1 Play Area, One Level, Large Play Yard  
PRESENT USE: Building Closed Since 1985

Estimate of Costs

<u>Building System Improvements</u>	\$43,000
Heating (\$15,000)	
Plumbing (\$20,000)	
Electrical (\$ 8,000)	

<u>Exterior of Building*</u>	\$45,000
Masonry Repair (\$15,000)	
Pointing, Waterproofing	
Window Frames (\$23,000)	
Glass Replacement, Screens	
Paint Doors, Screens (\$7,000)	

<u>Playground Equipment</u>	\$20,000
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<u>Special Equipment</u>	\$15,000
Kitchen Equipment	
Housekeeping Equipment	
Custodial Equipment	

TOTAL	<u>\$182,000</u>
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\*HANDICAPPED ACCESS (IF DESIRABLE) @ \$7,000



MADISON PARK HIGH

COST FOR RENOVATION

(Conversion to Science, Tech, Vocational)

Partitions, redesign of certain instructional and pupil support spaces, (to be determined)

Approximately - \$60,000 - \$90,000

BURKE HIGH SCHOOL

Cost for Renovation  
(conversion for use by middle grades)

Redesign for certain instructional and pupil support spaces.  
(to be determined)

approximately \$40,000 - \$50,000



COST OF REOPENING (ESTIMATE)

SCHOOL: Lyndon

LOCATION: West Roxbury

DESCRIPTION: Return elementary school to use

PRESENT USE: Closed (not included in UFP)

<u>Building System Improvements</u>	\$15,000
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Heating

Electrical

Plumbing

<u>Building Exterior</u>	40,000
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masonry, repair steps, fences

clear site, paint exterior doors,  
poring

<u>Furniture</u>	70,000
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<u>Classroom Improvements</u>	60,000
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Painting

floor refinish & carpet

window shades

Windows - repair, reglaze where needed and paint frames and screens	30,000
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TOTAL

215,000





# COSTS FOR RENOVATION

## ELEMENTARY SCHOOL

(Conversion from Middle School)

SCHOOL: Holmes Middle

LOCATION: Dorchester

DESCRIPTION: 1903 building, former elementary, 24 classrooms  
at cafeteria, play room, assembly hall

### Programmatic Needs

Kindergartens - 3 at \$50,000	\$150,000
carpet	
plumbing/toilets	
flooring	
plumbing - general	60,000
conversion/shops, home economic	80,000

Total Programmatic	<u>\$290,000</u>
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TOTAL - Holmes	
- Building Renovation UFP*	624,104
- Programmatic Related Changes	420,000
	<u>1,044,104</u>

\*project in process



School for the Visual and Performing Arts  
at Boston High building

Programmatic Changes\*

Science	Rooms	(2)	\$75,000	150,000
Arts	Rooms	(4)	\$50,000	200,000
Dance	Studio	(2)	\$50,000	50,000
Media	Photography	(2)	\$60,000	120,000
Computer Lab		(1)	50,000	50,000
Ceramics		(1)	75,000	75,000
Music Practice Room		(2)	60,000	120,000
Music Lecture		(2)	15,000	30,000
Music Instructional		(2)	50,000	100,000
Technical Theatre		(1)	20,000	20,000
Library			25,000	25,000
Auditorium			150,000	150,000
Cafeteria			30,000	30,000

1,120,000

Equipment/Furnishings

400,000

1,520,000

Total

Building Structure - Rehabilitation	-	\$2.70 million
Programmatic Changes		1.52 million

\$4.22 million









BOSTON PUBLIC LIBRARY



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